REPORT RESUMES

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A PROGRAM FOR THE RAPID IMPROVEMENT OF COMMUNITY COLLEGE LIBRARIES IN MICHIGAN, REPORT OF A SURVEY UNDERTAKEN FOR THE MICHIGAN STATE LIBRARY.

NELSON ASSOCIATES INC., NEW YORK, N.Y.

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DESCRIPTORS- *JUNIOR COLLEGES, *COLLEGE LIBRARIES, LIBRARY FACILITIES, PERSONNEL, LIBRARY EXPENDITURES, LIBRARY COLLECTIONS, LIBRARY SERVICES, MICHIGAN,

TO ASSESS ADEQUACY OF EXISTING COLLECTIONS, EVALUATE CURRENT PLANNING, AND PROPOSE GUIDELINES FOR IMPROVEMENT OF LIBRARIES, 17 OF THE STATE'S 18 JUNIOR COLLEGES WERE SURVEYED BY QUESTIONNAIRE, AND 13 WERE VISITED BY A TEAM OF CONSULTANTS. THIRTEEN COLLEGES HAD FEWER THAN THE AMERICAN LIBRARY ASSOCIATION'S MINIMUM STANDARD OF 20,000 VOLUMES. GROWTH OF THE COLLECTIONS HAD NOT BEEN IN HARMONY WITH STUDENT POPULATION GROWTH. HALF OF THE COLLEGES HAD PROFESSIONAL STAFFS CRITICALLY BELOW ALA STANDARDS. LIBRARIANS IN NINE COLLEGES CONSIDERED THEIR BUDGETS INADEQUATE. SERVICES WERE LIMITED BY INADEQUATE STAFF AND SPACE. DATA WERE NOT, HOWEVER, MARKEDLY DIFFERENT FROM THOSE COMPILED THROUGHOUT THE UNITED STATES. A SPECIAL STATEWIDE PROGRAM OF GRANTS IS RECOMMENDED TO PROVIDE FOR AN INCREASE OF 2,000 VOLUMES PER YEAR IN THOSE LIBRARIES WHICH DO NOT MEET ALA STANDARDS. IN THE OPINION OF THE CONSULTANTS, GRANTS SHOULD PROVIDE FOR INCREASES IN PROFESSIONAL AND NONPROFESSIONAL STAFF. FUTURE FEASIBILITY STUDIES FOR PROPOSED COLLEGES SHOULD PROVIDE FOR ADEQUATE LIBRARY BUDGETING AND STAFFING. (WO)

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A Program for the Rapid Improvement of Community College Libraries in Michigan

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 28 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

NELSON ASSOCIATES, INCORPORATED

JC 670 612

A Program for the Rapid Improvement of Community College Libraries in Michigan

Report of A Survey Undertaken for the Michigan State Library

Nelson Associates, Inc.

June 1965

This report is submitted solely for the information and benefit of the client to whom it is addressed.

NELSON ASSOCIATES, INCORPORATED • 845 THIRD AVENUE, NEW YORK, N.Y. 10022 • 212 HA 1-3110

June 30, 1965

Miss Genevieve M. Casey
Michigan State Librarian
Michigan State Library
735 East Michigan Avenue
Lansing, Michigan

Dear Miss Casey:

We are pleased to submit herewith our report on community college libraries in Michigan. The heavy reliance which the State is placing upon these colleges for fulfillment of its goals in higher education underlines the urgency of action to strengthen library holdings and services. The enclosed report documents the need for stronger libraries; we also hope that the specific measures proposed in Chapter IV will commend themselves to you for appropriate action.

We have, throughout the course of this survey, enjoyed the full cooperation of the State Library staff and wish particularly to express our appreciation for the assistance of Mrs. Mary Ann Hanna.

We also want to acknowledge the services of Walter Curley as a special consultant to our staff. Mr. Curley, Director of the Suffolk Cooperative Library System in New York State, conducted a number of field interviews and has been of great assistance in formulating our conclusions and recommendations.

Throughout the course of our work we have received assistance, information and helpful advice from community college librarians and other officials in virtually every part of the State. We hope that they will find some evidence of our appreciation of their needs in the proposals outlined in this report.

Yours very truly,

Charles A. Nelson

Charles A. Nelson

MANAGEMENT CONSULTANTS • CABLE ADDRESS: NELSONCONS • BRANCH OFFICE: WASHINGTON, D. C.

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Chapter I

INTRODUCTION

This report contains the results of a study of community college libraries in Michigan undertaken in the Spring of 1965.

Four objectives were established for the study, namely:

1. to assess the adequacy of existing collections against accepted standards;
2. to obtain up-to-date information on plans for library development in existing and projected community colleges;
3. to propose appropriate programs and measures for improvement and development of library services and collections for these colleges; and
4. to suggest guidelines for State Library services to these institutions consistent with such programs and measures.

The first two of these objectives are treated in Chapter III, the latter two in Chapter IV. A general treatment of the community college movement in Michigan was thought to be a necessary preliminary step and this is provided in Chapter II.

In the course of collecting the necessary data 13 of the 18 community colleges operating in the state were visited. In each case an interview was held with the librarian and in a number of instances the president, dean or registrar was also interviewed. These first-hand discussions together with subsequent telephone conversations have made it possible to present a current view of accomplishments, plans and progress.

In the Spring of the year, prior to the authorization of this study, the State Library circulated a questionnaire to all community colleges in the state to obtain library information. Seventeen of the 18 operating colleges replied. These replies have been tabulated and analyzed in the course of this study. The Appendix reports these results in a series of tables; references to the data also appear in Chapter III.

Grateful acknowledgment is made of the opportunity to discuss current planning and trends with Dr. Charles Wells of the Wayne County Board of Education; Dr. P. Kenneth Morse of Eastern Michigan University (with respect particularly to his work for the Citizens Committee on Higher Education in Michigan); and Professor Raymond Young of the University of Michigan. Special thanks are due to Dr. Ferris N. Crawford of the Department of Public Instruction for sharing his comprehensive knowledge of community college plans throughout the state; to Dr. Jack Rombouts of the Department for assistance on a number of questions; and to Mr. Herbert McCready and Mrs. Donald H. Bacon, members of the new Advisory Board for Community and Junior Colleges.

Chapter II

THE COMMUNITY COLLEGE IN MICHIGAN

Because of the rapidity of present community college development in Michigan it may be useful to provide a description of its status and direction before proceeding to the discussion of library needs. Accordingly this chapter describes briefly the present configuration of community colleges, the methods of financing these institutions, their growth and their objectives and curricula.

PRESENT COMMUNITY COLLEGE CONFIGURATION

There were 18 public community colleges [1] operating in the State of Michigan in 1964-65. Exhibit 1 provides historical, organizational and enrollment data for those institutions. Of the 18 public community colleges one-half were organized within the last 15 years, whereas one-third have been in existence for more than 35 years. In 1964-65, nine of the community colleges were being operated by K-12 public school districts and seven were organized as community college districts. Two were in transition from school districts to newer forms of organization, reflecting the movement in Michigan to organize new and reorganize existing community colleges on a county-wide or multi-county-wide basis with independent governing boards and a tax base broader than that which the K-12 school district can normally provide.[2] The locations of the 18 community

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[1] The term "community college" as used in this report refers to public two-year institutions offering educational programs to people of post-high school age and granting degrees below the baccalaureate level.

[2] In its report of findings, conclusions and recommendations, Michigan's Citizens Committee on Higher Education strongly urged that the State Board of Education not recognize any additional K-12 district governed community colleges and that any state plan for the development of community colleges favor the establishment of independent community college districts. See Report of Citizens Committee on Higher Education in Michigan, Kalamazoo, Michigan, March 1965, page 18.

Exhibit 1

PUBLIC COMMUNITY COLLEGES OPERATING IN MICHIGAN

1964-65

Name of College	Year Organized	Organizational Control [a]	Opening Fall Enrollment
Grand Rapids Junior College (Grand Rapids)	1914	K-12 School District	3,987
Highland Park College (Highland Park)	1918	K-12 School District	2,301
Flint Community Junior College (Flint)	1923	K-12 School District	5,615
Port Huron Junior College (Port Huron)	1923	K-12 School District	2,479
Muskegon County Community College (Muskegon)	1926	Community College District	2,850
Jackson Junior College (Jackson)	1928	Community College District [b]	1,864
Gogebic Community College (Ironwood)	1932	Community College District	338
Henry Ford Community College (Dearborn)	1938	K-12 School District	8,652
Lake Michigan College (Benton Harbor)	1946	Community College District	1,587
Northwestern Michigan College (Traverse City)	1951	Community College District	1,122
Alpena Community College (Alpena)	1952	K-12 School District	581
Macomb County Community College (Warren)	1954	Community College District	5,297
Kellogg Community College (Battle Creek)	1956	K-12 School District	2,150
Lansing Community College (Lansing)	1957	Community College District [b]	3,021
North Central Michigan College (Petoskey)	1959	Community College District	365
Delta College (University Center)	1961	Community College District	2,870
Bay de Noc Community College (Escanaba)	1963	Community College District	376
Schoolcraft College (Livonia)	1964	Community College District	2,048

[a] Some institutions operating under an autonomous community college district in 1964-65 were previously governed by a K-12 public school district(s).

[b] Effective July 1, 1965.

Sources: Head-count figures supplied by Michigan State Department of Public Instruction; year of organization obtained from Junior College Directory, American Association of Junior Colleges, 1965; information concerning organization control provided by Michigan State Department of Public Instruction.

colleges are shown on the map in Figure 1. The rough geographic boundaries of each community college district have been indicated for the nine institutions so organized. One district (Schoolcraft) exists as the geographic combination of five K-12 school districts, seven of the community college districts have a county-wide area structure[1] and one district (Delta College) has a geographic foundation that encompasses three counties.

As of June 1965, six additional public community colleges have been approved for the State of Michigan. The map in Figure 2 identifies the area-organizational patterns of these new community colleges. All of the six have been organized under county-wide community college districts. Four of the six have established their governing boards and are engaged in intensive planning and preparation for accepting first students: Oakland Community College will begin operations in the Fall of 1965, Southwestern Michigan College in the Fall of 1966, Washtenaw County Community College and Monroe County Community College not later than the Fall of 1967 and perhaps sooner.

FINANCING PUBLIC COMMUNITY COLLEGES

Funds for capital outlay of public community colleges in Michigan are available from three main sources: the federal government, the state and the local governing district. In addition, private gifts and donations to individual institutions are often earmarked for plant and equipment.

It is only recently that federal funds have been made available, so that for the last several years capital outlay costs have been shared by the state and the local districts. The state's support took on new meaning in 1964-65 when $4 million was appropriated for capital outlay. This represented an increase of $2. 5 million from the previous appropriation. The 1964-65 appropriation was made available on an equal sharing basis up to a limit of $500 thousand per project. For 1965-66, the state has again appropriated $4 million for community college

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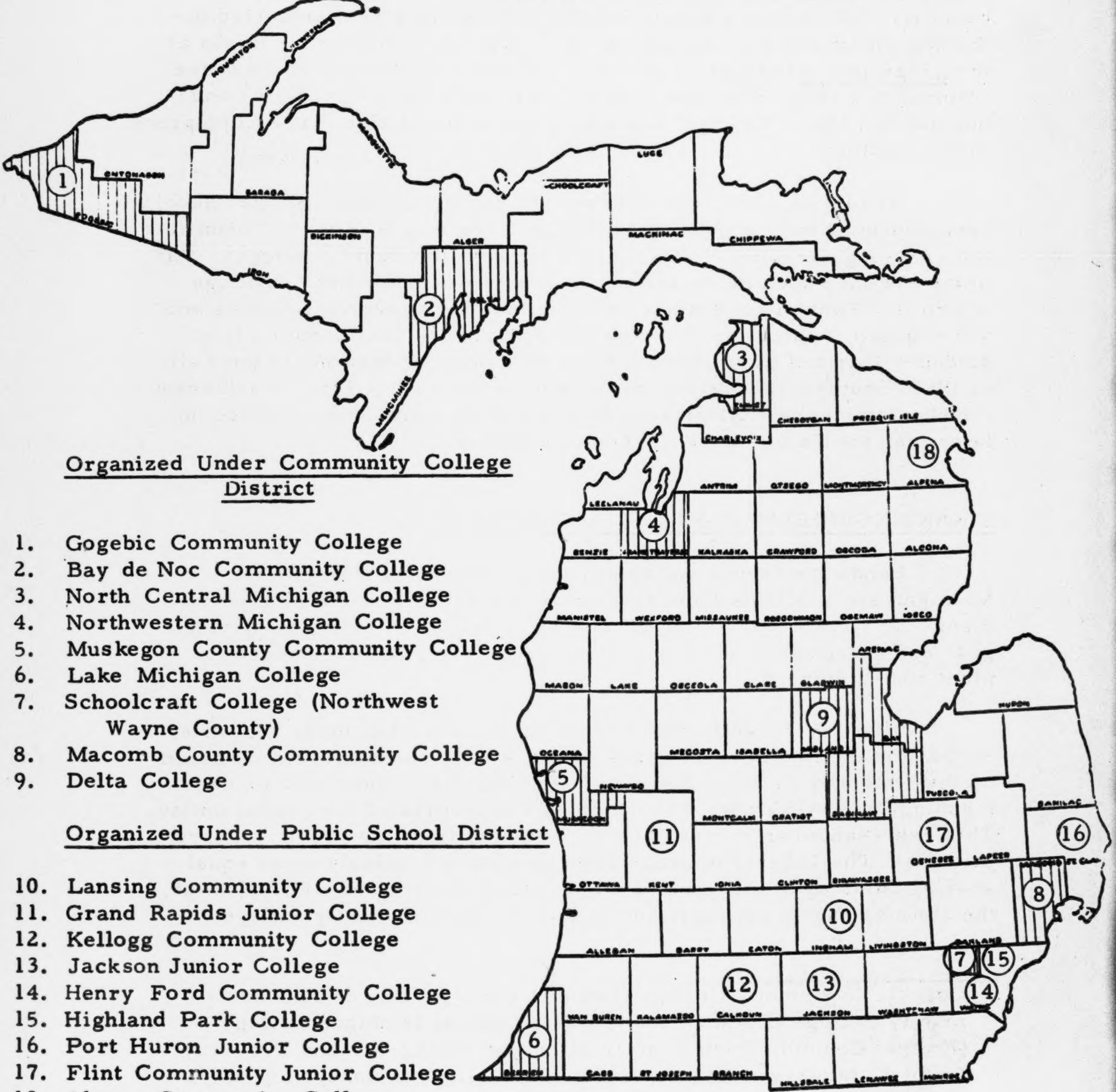
[1] Gogebic Community College (Gogebic County), Bay de Noc Community College (Delta County), North Central Michigan College (Emmet County), Northwestern Michigan College (Grand Traverse County), Muskegon County Community College (Muskegon County), Lake Michigan College (Berrien County) and Macomb County Community College (Macomb County).

Figure 1

LOCATION AND ORGANIZATIONAL CONTROL OF MICHIGAN'S COMMUNITY COLLEGES 1964-65


KEWEENAW
HOUGHTON
ONTONAGON
GOGEBIC
BARAGA
MARQUETTE
DICKINSON
IRON
ALGER
DELTA
MENOMINEE
SCHOOLCRAFT
LUCE
MACKINAC
CHIPPEWA
EMMET
CHEBOYGAN
PRESQUE ISLE
CHARLEVOIX
ANTRIM
OTSEGO
MONTMORENCY
ALPENA
LEELANAU
BENZIE
GRAND TRAVERSE
KALKASKA
CRAWFORD
OSCODA
ALCONA
MANISTEE
WEXFORD
MISSAUKEE
ROSCOMMON
OGEMAW
IOSCO
ARENAC
MASON
LAKE
OSCEOLA
CLARE
GLADWIN
HURON
OCEANA
NEWAYGO
MECOSTA
ISABELLA
MIDLAND
BAY
MUSKEGON
MONTCALM
GRATIOT
SAGINAW
TUSCOLA
SANILAC
OTTAWA
KENT
IONIA
CLINTON
SHIAWASSEE
GENESEE
LAPEER
MACOMB
ST CLAIR
ALLEGAN
BARRY
EATON
INGHAM
LIVINGSTON
OAKLAND
WAYNE
VAN BUREN
KALAMAZOO
CALHOUN
JACKSON
WASHTENAW
BERRIEN
CASS
ST JOSEPH
BRANCH
HILLSDALE
LENAWEE
MONROE
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18

Organized Under Community College District

1. Gogebic Community College
2. Bay de Noc Community College
3. North Central Michigan College
4. Northwestern Michigan College
5. Muskegon County Community College
6. Lake Michigan College
7. Schoolcraft College (Northwest Wayne County)
8. Macomb County Community College
9. Delta College

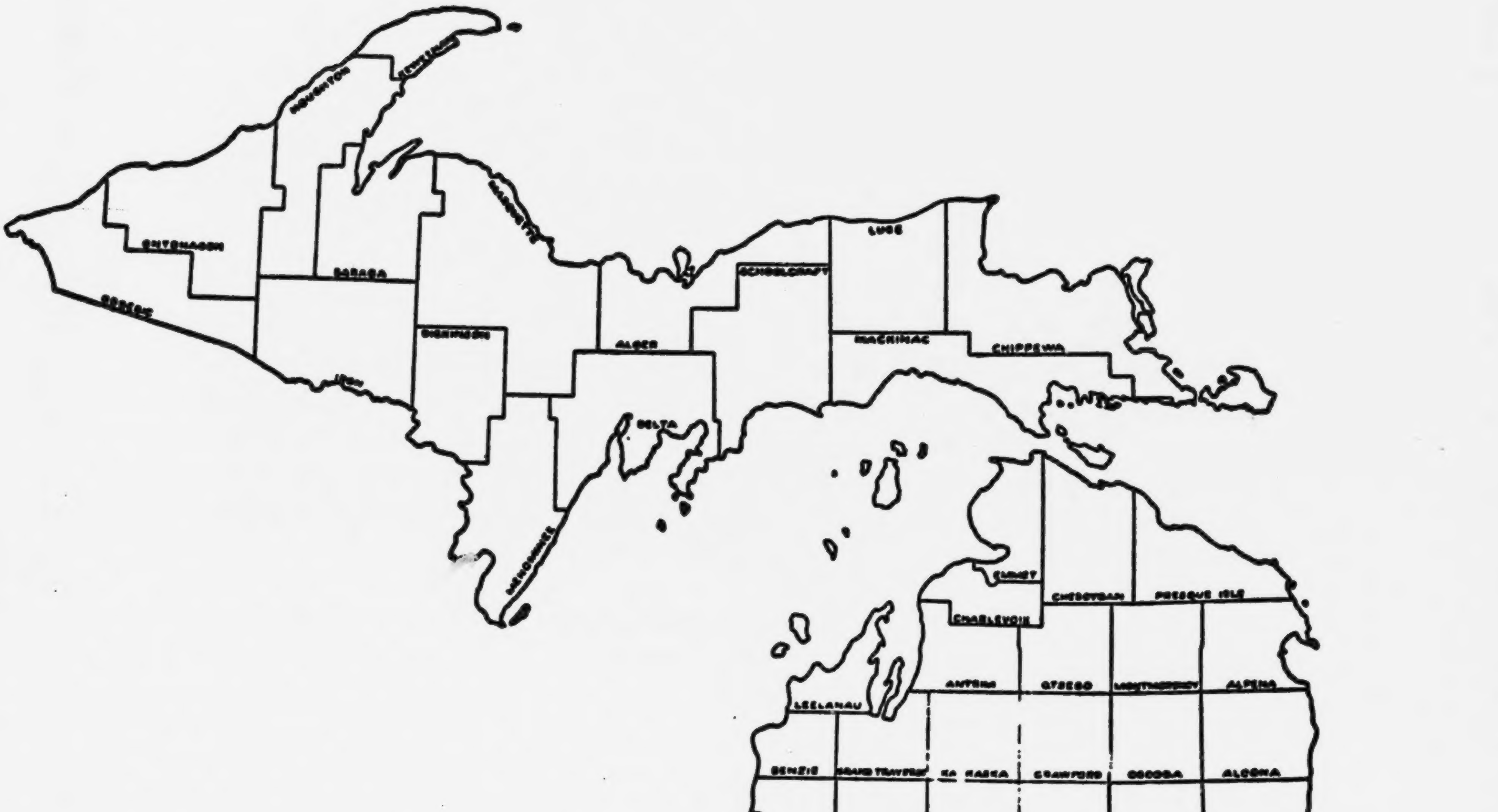
Organized Under Public School District

10. Lansing Community College
11. Grand Rapids Junior College
12. Kellogg Community College
13. Jackson Junior College
14. Henry Ford Community College
15. Highland Park College
16. Port Huron Junior College
17. Flint Community Junior College
18. Alpena Community College

Source: Michigan State Department of Public Instruction.

Figure 2

MICHIGAN'S NEW COMMUNITY COLLEGES
JUNE 1965


HOUGHTON
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ALPENA
LEELANAU
BENZIE
GRAND TRAVERSE
KALKASKA
CRAWFORD
OSCODA
ALCONA
MANISTEE
WEXFORD
MISSAUKEE
IOSCO
ARENAC
MASON
LAKE
OSCEOLA
CLARE
GLADWIN
HURON
OCEANA
MECOSTA
BAY
NEWAYGO
5
MONTCALM
SAGINAW
TUSCOLA
SANILAC
MUSKEGON
OTTAWA
KENT
IONIA
CLINTON
SHIAWASSEE
GENESEE
LAPEER
MACOMB
ST CLAIR
1
ALLEGAN
BARRY
EATON
INGHAM
LIVINGSTON
OAKLAND
3
VAN BUREN
KALAMAZOO
CALHOUN
JACKSON
WASHTENAW
2
6
4
BERRIEN
CASS
ST JOSEPH
BRANCH
Hillsdale
LENAWEE

1. Oakland Community College
2. Southwestern Michigan College
3. Washtenaw County Community College
4. Monroe County Community College
5. Montcalm County
6. St. Joseph County

Source: Michigan State Department of Public Instruction.

capital outlay, to be distributed according to a $600 thousand per project limitation.[1]

The Higher Education Facilities Act of 1963, which opened the door to federal support for community college capital outlay, will provide $2,262,998 for the 1965 fiscal year for Michigan's community colleges.[2] These funds are available on a 40 percent matching basis.

The Citizens Committee on Higher Education recommended in its report to Governor Romney that the State of Michigan share equally with local districts the total cost of capital projects after allowance has been made for that portion of the cost covered by federal funds. The committee further recommended that no limitation be placed on the dollar value of state support that is available for capital outlay in community colleges.[3]

Funds to enable community colleges to meet operating costs are available from several sources: the state, the local governing district and student tuition and fees.

State support for operating costs is based on a dollar allowance per full-time equivalent student.[4] Prior to 1964-65 the student allowance for community colleges was not developed independently from the state's student allowance for elementary and secondary schools. This approach to the determination of the extent of state support of educational operating costs, wherein an entire branch of the state's higher education system was reviewed in the context of the system of lower education, appears to have been abandoned.

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[1] The Executive Budget for the Fiscal Year July 1, 1965- June 30, 1966, State of Michigan; Report of Citizens Committee on Higher Education in Michigan, Kalamazoo, Michigan, March 1965; Michigan State Department of Public Instruction.

[2] "Report of Study Committee III - Finance," Report of Citizens Committee on Higher Education in Michigan, Kalamazoo, Michigan, March 1965, page III - 11.

[3] Ibid, page 41.

[4] The number of full-time equivalent (FTE) students in a community college is determined by adding to the number of students taking a full credit program of 12 or more course credits per semester the number of part-time students equated to full-time on the basis of 12 credits per semester.

In 1964-65 the community colleges were given an FTE student appropriation of $234 that was independent of, but also slightly lower than, the state's allowance per elementary and secondary school student.[1] The state has appropriated $275 per FTE community college student for 1965-66 which is $20 higher than the corresponding appropriation for the schools in the system of lower education.[2]

The Report of the Citizens Committee on Higher Education contains a recommendation for the establishment of a formula for state support of community college operating costs that would reflect some of the particular characteristics and needs of these institutions. The Report's proposed formula is designed to include some weighting for equalizing the burden of a community college among districts of unequal wealth and some weighting for equalizing the costs of operating the more costly technical-vocational programs in the individual community colleges.

GROWTH OF COMMUNITY COLLEGES

The 18 community colleges operating in Michigan in 1964-65 enrolled 48,021 students, or 25.8 percent of the total on-campus undergraduate enrollment in the state, in the Fall of 1964. As Exhibit 2 indicates, the community colleges' increased share of the total Fall undergraduate enrollment in 1964 reflected the dramatic increase in community college enrollments in 1964 over 1963. The number of students entering Michigan's community colleges in the Fall of 1964 was 40 percent higher than the number entering in the Fall of 1963. In the years ahead the community colleges will absorb

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[1] The state appropriation per student for elementary and secondary schools was $236.50. The community college appropriation was subsequently increased by $2.50 per FTE student to bring it up to this same amount.

[2] The Executive Budget; Report of Citizens Committee; Michigan State Department of Public Instruction.

Exhibit 2

HEAD COUNT, PERCENTAGE DISTRIBUTION, AND YEAR-BY-YEAR PERCENTAGE INCREASE BY GROUPS OF INSTITUTIONS

FALLS 1960 THROUGH 1964

Groups of Institutions	Number	Percent of Total	Percent Increase
All Institutions			
1960	133,645	100.0	-
1961	135,188	100.0	1.2
1962	148,349	100.0	9.7
1963	159,820	100.0	7.7
1964	185,853	100.0	16.3
Community and Junior Colleges			
1960	27,485	20.6	-
1961	29,404	21.8	7.0
1962	32,032	21.6	8.9
1963	34,299	21.5	7.1
1964	48,021	25.8	40.0
Private Four-Year Colleges			
1961	32,466	24.0	-
1962	33,296	22.4	2.7
1963	34,156	21.4	2.6
1964	35,242	19.0	3.2
State Four-Year Institutions			
1961	73,318	54.2	-
1962	83,021	56.0	13.2
1963	91,365	57.1	10.1
1964	102,590	55.2	12.3

Source: Report of Citizens Committee on Higher Education in Michigan, Kalamazoo, Michigan, March 1965.

an increasing percentage of all those seeking higher education in the State of Michigan. A rather conservative projection of these increases is detailed in Exhibit 3.

The virility of the community college movement in Michigan has two aspects: the growth in size of the individual institutions and the increase in the total number of such institutions.

All of the community colleges operating in the state in 1964-65 will experience increases in enrollments in the years ahead. For some of these institutions, particularly those located in areas of low population density or in counties that are expected to decrease in population over the next decade, these increases will be moderate. Other institutions, such as those in or near the major population centers of the state or in counties where the population is growing at a faster rate than the state average, will face substantial growth in enrollment.

Population, however, is but one of a large number of variables that interact in complex ways and affect enrollments at the community colleges. The relationships of these variables one to another are not static over time, nor is their number. Moreover, the community college movement in its present form is still a very youthful one so that there is a not insignificant degree of uncertainty as to the directions in which it will grow. The result is that projections of community college growth are initially difficult and in need of frequent revision.

Many of the administrators at Michigan's 18 operating community colleges are engaged in area studies of enrollment potential at their respective institutions. Others have either recently completed such a study or will shortly undertake one. The Michigan Council of Community College Administrators has utilized the products of this research to construct community college enrollment projections for the institutions in the state. Projections for head count and full-time equated students for the period 1964-71 were made in August 1964. In November of that year these projections for the two years 1964-65 and 1965-66 were revised. For 1965-66 this revision resulted in substantial increases to the earlier projection. The 1965-66 figures were further refined in May 1965, but this revision was not significantly different in total than the estimate made in November. Exhibit 4 contains actual and projected full-time equated enrollments at the 18

Exhibit 3

PROJECTION OF UNDERGRADUATE ENROLLMENTS BY GROUPS OF INSTITUTIONS

1965, 1970, 1975

Year	Scale	Head Count Enrollments*							
		All Institutions		State-Supported Four-Year Institutions		Private Four-Year Institutions		Community and Junior Colleges	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
	(A)	(B)		(C)		(D)		(E)	
1964 ...	54.7	185.8	100.0	102.6	55.2	35.2	18.8	48.0	26.0
1965 ...	61.1	207.6	100.0	113.2	54.5	36.5	17.6	57.9	27.9
1970 ...	73.0	248.0	100.0	122.7	49.5	41.0	16.5	84.3	34.0
1975 ...	81.5	276.9	100.0	123.2	44.5	46.0	16.6	107.7	38.9

* The enrollment figures for 1964 are the actual fall enrollments.

Rationale

Column A. The scale is the first-time-in-college degree-credit enrollment potential taken from Table 4 in the staff report by Harold T. Smith on The Higher Education Student Load in the Years Immediately Ahead.

Column B. Starting with the actual fall enrollment in 1964, the projections are in proportion to the scale in Column A.

Column C. The percent (of total enrollment in Column B) is decreased by one percentage point for each year after 1965.

Column D. The enrollments are increased by 1,000 each year after 1965.

Column E. Column B minus Columns C and D.

Source: Report of Citizens Committee on Higher Education in Michigan, Kalamazoo, Michigan, March 1965

Exhibit 4

ACTUAL AND PROJECTED FULL-TIME EQUATED ENROLLMENT IN MICHIGAN'S COMMUNITY COLLEGES

Name of College	(1963-64) (a)	(1964-65) (b)	1965-66 (c)	Increment (d)	1966-67 (e)	Increment (d)	1967-68 (e)	Increment (d)	1968-69 (e)	Increment (d)	1969-70 (e)
Alpena Community College	418	480	600	60	660	55	715	60	775	80	855
Bay de Noc Community College	168	298	370	110	480	45	525	75	600	-50	550
Delta College	1,957	2,106	2,500	440	2,940	500	3,440	385	3,825	425	4,250
Flint Community Junior College	3,569	3,967	4,530	340	4,870	205	5,075	150	5,225	120	5,345
Gogebic Community College	241	296	330	5	335	15	350	20	370	0	370
Grand Rapids Junior College	2,799	2,968	3,565	283	3,848	307	4,155	334	4,489	364	4,853
Henry Ford Community College	4,084	4,621	4,850	200	5,050	200	5,250	200	5,450	200	5,650
Highland Park College	1,884	2,027	2,400	275	2,675	250	2,925	275	3,200	350	3,550
Jackson Junior College	1,404	1,476	1,900	450	2,350	150	2,500	200	2,700	350	3,050
Kellogg Community College	1,229	1,558	1,950	40	1,990	269	2,259	600	2,859	50	2,909
Lake Michigan College	920	1,149	1,250	10	1,260	21	1,281	74	1,355	68	1,423
Lansing Community College	1,578	1,961	2,300	900	3,200	200	3,400	300	3,700	700	4,400
Macomb County Community College	2,420	3,186	5,400	1,000	6,400	2,000	8,400	1,500	9,900	2,000	11,900
Muskegon County Community College	1,547	1,754	2,008	131	2,139	134	2,273	143	2,416	153	2,569
North Central Michigan College	227	306	379	10	389	30	419	20	439	70	509
Northwestern Michigan College	733	824	966	72	1,038	85	1,123	75	1,198	150	1,348
Port Huron Junior College	1,564	1,821	2,100	0	2,100	50	2,150	50	2,200	50	2,250
Schoolcraft College	-	1,346	1,948	300	2,248	400	2,648	500	3,148	800	3,948
Oakland Community College Southwestern Michigan College Monroe County Community College Washtenaw County Community College Montcalm County Community College St. Joseph County Community College (f)	-	-	3,000		5,240		10,180		13,060		15,820
Enrollment Totals	26,742	32,144	42,346		49,212		59,068		66,909		75,549

Sources:

a Actual number of FTE students as reported in Community College Enrollments, Michigan Council of Community College Administrators, December 1964.

b Actual number of FTE students as reported by the Michigan State Department of Public Instruction.

c Projected number of FTE students as reported in 1965-66 Enrollment Projections and Estimated Per Capita Cost of Operation in the Community Colleges of Michigan, Michigan Council of Community College Administrators, May 1965.

d Annual increments derived from "Full-Time Equated Enrollment Projection for Michigan Community Colleges," Community College Enrollment Projections, Michigan Council of Community College Administrators, August 1964.

e Projected number of FTE students obtained by successively adding the annual increments to the base, 1965-66.

f The enrollment projections for Michigan's six new community colleges were constructed from data supplied by the presidents of three of the institutions and from enrollment potentials in the districts of the remaining three colleges.

community colleges. The projections for the five years 1965-66 to 1969-70 were obtained by applying the arithmetic increments contained in the August projection to the May revision of the base year, 1965-66. This arithmetic treatment of the yearly increments results in projections that are more conservative than those that would be obtained by applying percentage increments to a revised base.

Six of the 18 institutions have a projected increase in full-time equated enrollment in 1969-70 over 1964-65 that is less than 50 percent of 1964-65 enrollment, seven have more than 50 percent but less than 100 percent projected increases and five have projected increases in enrollments over the period of more than 100 percent.

An additional indicator of the growth in size of the individual institutions is the extent of actual and planned construction at the colleges. Nearly all the community colleges are engaged in programs of plant expansion. Some of these are designed to expand relatively new facilities that have been prematurely overcrowded. Some are small in scope, reflecting moderate expected growth and moderate resources. Inherent in all these programs is the element of growth itself.

Michigan's six new community colleges attest, by the fact of their creation, to the strength of the community college movement in the state. These institutions are also expected to experience significant, though varied growths.

Oakland Community College will be the first of the six new institutions to accept students. It will open two campuses in the Fall of 1965 with a projected enrollment of 3,000 FTE students. A third campus will be completed within the next two years. The three campuses of Oakland Community College will have a combined minimum capacity of 15,000 FTE students by 1970-71. Southwestern Michigan College in Cass County will open in the Fall of 1965 with 240 FTE students projected. By 1969-70 this college expects to be enrolling 480 FTE students. Monroe County Community College will open the first of its new campus buildings in September 1967 and may accept its first students in temporary quarters before this opening. The college estimates that 800 FTE students will begin classes at the new campus in the Fall of 1967.[1] Definite opening dates for the community colleges in Washtenaw County, Montcalm County and St. Joseph County have not yet been determined. The lower portion of Exhibit 4 contains combined projected FTE enrollments for the six new community colleges from the opening of Oakland Community College in 1965-66 through 1969-70.

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[1] The enrollment projections for Oakland Community College, Southwestern Michigan College and Monroe County Community College were supplied by the presidents of these institutions.

The total projected FTE enrollments for community colleges in Michigan for the five years 1965-66 through 1969-70 suggest the dynamic growth that is occurring in the size of these colleges. A 31.7 percent increase in the number of FTE students in Michigan's community colleges is projected for the one year period 1964-65 to 1965-66. By 1968-69 the number of FTE students will be double the number actually attending in 1964-65, and by 1969-70 there will be more than 75,000 FTE students attending community colleges in the state according to the projections in Exhibit 4.

The second factor reflecting the force of the community college movement in the state is the projected increase in the number of these colleges. The fact that there are no longer 18 but rather 24 officially approved community colleges in Michigan has been discussed in some detail. There are in addition significant plans under way in the state for further increases in the number of these institutions.

The establishment of a new community college entails five stages of development. A committee representing the proposed community college district must first conduct and submit to the State Board of Education for approval a feasibility study on the establishment of such a college. This feasibility study must contain a precise budget for the institution's first year of proposed operation and a budget for the capital expenditures that are contemplated for the new community college. In addition, budgets in round figures and enrollment projections are required for several years following the year of initial operation. The State Board of Education through its Community and Junior College Advisory Board and the Department of Public Instruction has the responsibility for reviewing and approving or disapproving the feasibility study. If the feasibility study is approved the Board of Education gives the district permission to hold a district-area vote to determine whether or not the voters of the college district approve the establishment of the proposed community college and the additional local tax assessment that its establishment requires. If the vote is approved the community college must then be organized. This involves the establishment of a governing board for the community college, the determination of capital and operating appropriations for the college and the selection of a president. The final state of organization is the actual opening of the community college to students of the district and neighboring districts.

Two multi-county feasibility studies have been completed and are awaiting approval to vote on organizing two new community college districts. A decision on these studies will be made in July 1965. Five studies are now in progress throughout the state to determine the feasibility of establishing five additional community college districts. Some of these studies are county-wide while others are based on proposals for multi-county districts. Figure 3 shows the location and status of these seven community college feasibility studies. Finally, there are presently at least two areas in the state where it is likely that feasibility studies will be conducted in the near future.

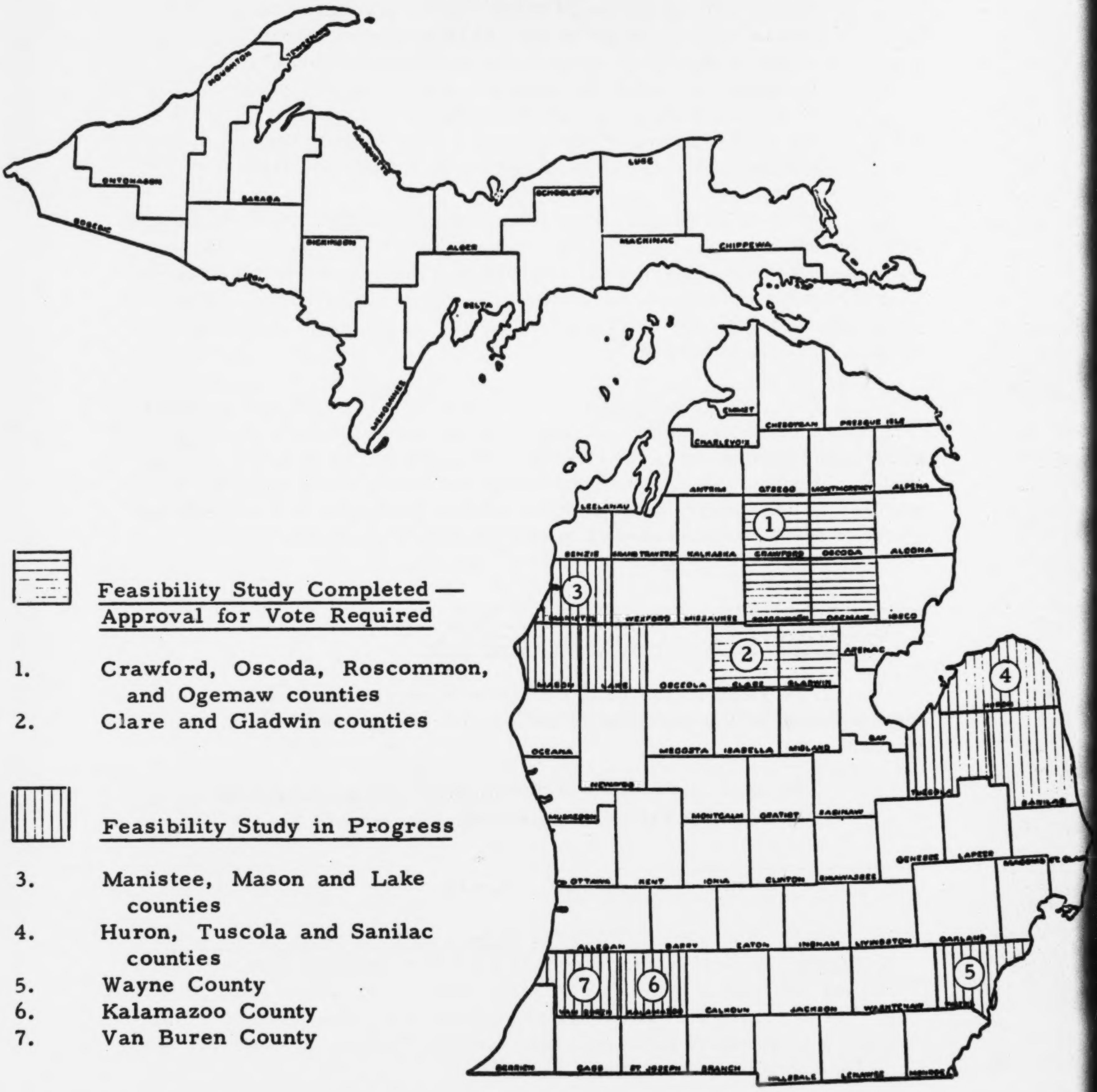
One of the most significant of the feasibility studies in progress is that underway in Wayne County. The proposed Wayne County Community College would include five attendance centers. One of these five campuses would be Highland Park College, which is now governed by a K-12 public school district. Schoolcraft College in Livonia, which is governed by an independent community college board, and Henry Ford Community College in Dearborn, governed by the Dearborn Public School District, have both requested that they be excluded from the study of a community college for Wayne County and those areas will therefore not be included in any Wayne County vote. The committee conducting the feasibility study is not now able to say where the four other campuses will be. The earliest possible opening date for any of these four campuses would be September 1968. Present plans indicate that one or two campuses would open in 1968, one in 1969 and one in 1970. Present estimates project a minimum total enrollment on all campuses in 1970 of 30,000 FTE students and a maximum enrollment of 40,000 FTE students. Projections further indicate that the Wayne County Community College would eventually expand to nine or more campuses.

A major recommendation of the Citizens Committee on Higher Education concerns the planning of a state-wide system of community colleges and the facilitating of its development.

> "The Committee recommends that the State Board of Education and its Community and Junior College Advisory Board take the initiative in keeping the

Figure 3

STATUS OF COMMUNITY COLLEGE FEASIBILITY STUDIES
MICHIGAN
JUNE 1965


KEWEENAW
HOUGHTON
ONTONAGON
BARAGA
MARQUETTE
GOGEBIC
IRON
DICKINSON
ALGER
SCHOOLCRAFT
LUCE
MACKINAC
CHIPPEWA
DELTA
MENOMINEE
EMMET
CHEBOYGAN
PRESQUE ISLE
CHARLEVOIX
ANTRIM
OTSEGO
MONTMORENCY
ALPENA
LEELANAU
①
BENZIE
GRAND TRAVERSE
KALKASKA
CRAWFORD
OSCODA
ALCONA
③
MANISTEE
WEXFORD
MISSAUKEE
ROSCOMMON
OGEMAW
IOSCO
②
ARENAC
④
MASON
LAKE
OSCEOLA
CLARE
GLADWIN
HURON
OCEANA
MECOSTA
ISABELLA
MIDLAND
BAY
NEWAYGO
TUSCOLA
SANILAC
MUSKEGON
MONTCALM
GRATIOT
SAGINAW
GENESEE
LAPEER
MACOMB
ST CLAIR
OTTAWA
KENT
IONIA
CLINTON
SHIAWASSEE
ALLEGAN
BARRY
EATON
INGHAM
LIVINGSTON
OAKLAND
⑦
⑥
⑤
VAN BUREN
KALAMAZOO
CALHOUN
JACKSON
WASHTENAW
WAYNE
BERRIEN
CASS
ST JOSEPH
BRANCH
HILLSDALE
LENAWEE
MONROE

▤ Feasibility Study Completed — Approval for Vote Required

1. Crawford, Oscoda, Roscommon, and Ogemaw counties
2. Clare and Gladwin counties

▥ Feasibility Study in Progress

3. Manistee, Mason and Lake counties
4. Huron, Tuscola and Sanilac counties
5. Wayne County
6. Kalamazoo County
7. Van Buren County

Source: Michigan State Department of Public Instruction.

> needs and readiness of the areas of the state for community colleges under constant study in view of maintaining an up-to-date revision of probable community college locations and district boundaries. This should be done for the purpose of facilitating the development of community colleges and their ultimate orderly arrangement throughout the state."[1]

In an effort to assist the State Board of Education in the establishment of a state plan a Committee Staff Report was prepared which mapped out 27 possible community college districts and three service areas not yet able to support a community college. The 27 proposed districts would contain a total of 41 community colleges for the State of Michigan.[2]

Community college districts established since the preparation of the Staff Report do not conform precisely to the proposed geographic boundaries. If a state-wide plan for the development of these institutions is adopted, however, it seems likely that the total number of community colleges planned for Michigan will not fall far short of the 41 recommended in the Citizens Committee report.

OBJECTIVES AND CURRICULA AT THE COMMUNITY COLLEGES IN MICHIGAN

The Legislature of the State of Michigan has provided a working definition of the community college for purposes of the distribution of state aid.

> "As used in this act, a community college means an educational institution, providing primarily for all

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[1] Report of Citizens Committee, page 18.

[2] Morse, P. Kenneth, A Plan for Community College Development in Michigan, A Staff Report prepared for the Citizens Committee on Higher Education in Michigan, July 1964. Two plans were presented in this report. The alternate plan, wherein Delta College would remain a community college, contained the number of districts and colleges referred to above.

> persons above the twelfth grade age level and primarily for those within commuting distance, collegiate and non-collegiate level education including area vocational-technical education programs which may result in the granting of diplomas and certificates including those known as associate degrees but not including baccalaureate or higher degrees.
>
> "An area vocational-technical education program means a program of organized systematic instruction designed to prepare the following individuals for useful employment in recognized occupations: (a) Persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market. (b) Persons who have already entered the labor market and who need training or re-training to achieve stability or advancement in employment. (c) Persons enrolled in high school."[1]

This legislative definition embodies many of the functions that are increasingly being ascribed to the comprehensive community college.

In this view, the community college offers the following distinct types of programs:

1. terminal academic education for those who will discontinue their academic education at the community college level but who do not want to pursue a vocational program;
2. terminal technical or semi-professional programs for those who wish to prepare for immediate employment, or re-employment in specific occupations;
3. academic programs for those planning to continue their systematic education by transferring to a liberal arts college or professional school;

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[1] Public and Local Acts of the Legislature of the State of Michigan, Passed at the Regular Session, 1964, Compiled by James M. Hare, Secretary of State and the Legislative Service Bureau, #390.872, Sec. 2, page 320.

4. programs for community service, including adult education, and for student guidance.

The Citizens Committee on Higher Education has quite clearly indicated that these services are very much a part of the responsibility of community colleges in Michigan.

> "The basic postsecondary educational needs of the state in addition to those provided by the four-year and graduate institutions are: the first two years of college work for those who desire and prove able to pursue a baccalaureate program; the technical-vocational programs that the community and the state need and that youth and adults can use; the terminal programs needed to provide new skills and to upgrade old skills for the employed and unemployed; the counseling and guidance required to place students and adults in adequate and carefully developed programs and to help them cross over smoothly from one program to another; and in general, lifelong educational opportunities beyond high school — all within commuting distance of the people.
>
> "The fulfillment of these needs are services presently assigned to the modern comprehensive community college. These services have the approval of the State Department of Public Instruction, the Commission on Community College Development, the Michigan Council of Community College Administrators, and others."[1]

The gap between the services that the comprehensive community college should perform and those that are actually performed by individual community colleges is often significant. In the extreme, this may mean that entire functions of the community college are bypassed at particular institutions. More generally, the extent to which each service is offered at particular institutions may fall short of fulfilling the responsibility of the community college to its constituent area.

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[1] "Area Postsecondary Institutions—Community Colleges," Report of Study Committee I-C, Report of Citizens Committee on Higher Education in Michigan, Kalamazoo, Michigan, March 1965, page I-C-3.

The Citizens Committee reported that several of Michigan's community colleges ". . . are still oriented too exclusively to the college transfer student."[1] Some of these institutions for reasons of their own disposition, geographic location or limited resources may continue to exhibit such an orientation. For these institutions, the transfer student, with his particular set of needs and aspirations, will continue to receive the major share of the community college's energies.

Other community colleges in Michigan with high proportions of students pursuing transfer programs have announced intentions of reducing these percentages in favor of increased enrollments in terminal programs. Support for costly terminal programs,[2] such as that embodied in the formula for state support of community college operating costs proposed by the Citizens Committee on Higher Education, will undoubtedly encourage these intentions.

Among the group of six new community colleges in Michigan, there is considerable emphasis on the development of technical terminal programs. The three institutions having definite opening dates all plan to offer their first students curricula that include terminal programs. Evidence of the new stress being given terminal programs in response to the needs of the community college's service area and the state as a whole can also be found in those groups that are conducting feasibility studies for new community colleges in Michigan. Plans in the Wayne County complex indicate that a system of campus-oriented specialization of terminal programs would be developed for the proposed attendance centers within the county.

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[1] Ibid, page I-C-5.

[2] A study by the United States Office of Education, on support for two-year public colleges, recommended that consideration be given to the fact that "technical education programs cost considerably more than liberal arts programs." See Bulletin 1962, No. 14, State Formulas for the Support of Public 2-Year Colleges, by D. G. Morrison and S. V. Martorana.

The community colleges in Michigan seem certain, where local factors do not create insurmountable obstacles, to develop their programs and services in a pattern consistent with the concept of the comprehensive community college.

Chapter III

THE COMMUNITY COLLEGE LIBRARY IN MICHIGAN

This chapter opens with a discussion of the functions and resources of community college libraries in general. Subsequently an analysis is made of the adequacy of community college libraries in Michigan and of plans for library development in the State. The chapter concludes with a description of the obstacles to the improvement of library collections and services.

FUNCTIONS AND RESOURCES OF A COMMUNITY COLLEGE LIBRARY

The community college library must be analyzed in terms of its contribution to the achievement of the over-all objectives of the institution of which it is so vital a part. The proper functions of the community college library are therefore directly related to the aims, both broad and specific, of the college itself. Put another way, the community college cannot hope to fully accomplish its objectives without a well equipped, functionally designed and adequately supplied library.[1]

The several areas of institutional responsibility that have evolved from the unique role of the comprehensive community college in American higher education are not without their implications for the libraries of these institutions. The library must provide the materials necessary for proper operation of all aspects of the instructional program; it must be prepared to meet the individual needs of both faculty and students by supplying bibliographic advice and instruction in the use of books and facilities; it should foster broadening interest, encourage intellectual enterprise and act as the focal point for campus cultural life; it should serve the goals of the counselling program by providing occupational and vocational materials; finally, the library's involvement in adult education and similar efforts should establish it as a decisive element in the creative and cultural life of the community.[1]

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[1] Merlo, F. P., and Walling, W. D., Guide for Planning Community College Facilities, Division of Field Studies and Research, Graduate School of Education, Rutgers—The State University, New Brunswick, New Jersey, 1964, page 33.

These broadly defined functions of the library of the comprehensive community college must be translated into specific resource requirements for such a library if any evaluation of the extent to which a particular library is able to fulfill its purpose is ever to be possible. It is in this translation that the unique character of each institution should be taken into account. In establishing requirements on the library collection, clearly the basic tenet is that the collection must be built with reference to the educational programs it serves. It is equally important, however, that this tenet not become a crutch for the weak or disabled library. As has been pointed out, "The nature and content of the collection will depend on the college's program and objectives, but a college of any kind without a strong and appropriate library collection is an anomaly."[2] What specific resource requirements then can be rightfully established for application to community college libraries?

In 1960, the American Library Association issued its "Standards for Junior College Libraries."[3] These standards are primarily qualitative in nature to allow for their interpretation "in the light of the aims and needs of the institution of which the library is a part." The ALA requirements for the central components of the library's resource reservoir, however, have been spelled out in minimum quantitative terms. Many of the discussions that have focused on the qualitative versus quantitative aspect of these standards have overlooked the minimal nature of the quantitative statements. Emphasis on a qualitative interpretation of the more general standards has often obscured the fact that the ALA Standards for Junior College Libraries established requirements on the community college library's main resource components that are applicable to all such libraries. Two of these resource components are of prime concern: the collection and the library staff. Physical facilities are also an important consideration. Underlying all three of course is adequate budgetary support.

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[1] American Library Association, Association of College and Research Libraries, "Standards for Junior College Libraries," College and Research Libraries, May 1960, Volume XXI, page 200.

[2] Middle States Association of Colleges and Secondary Schools, Junior Colleges and Community Colleges—Suggestions for Faculties, Trustees, and Others Interested in Improving or Establishing Two Year Institutions, December 1958, Document 460, page 3.

[3] ALA, "Standards," College and Research Libraries, page 203.

The Collection

The ALA discussion of the library collection of a two-year college clearly implies the existence of a basic core within the traditional book collection. References are made to " . . . works presenting our common heritage," " . . . modern books in the major fields of knowledge," works that . . ."arouse intellectual curiosity, counteract parochialism, and help to develop critical thinking" and to ". . . stimulating recreational reading." The minimum standard established for this core collection is 20,000 volumes, exclusive of duplicates and textbooks.

> "A two-year institution of up to 1,000 students (full-time equivalent) cannot discharge its mission without a carefully selected collection of at least 20,000 volumes, exclusive of duplicates and textbooks."[1]

In 1963, the ALA re-emphasized the significance of the basic collection:

> "Out of the basic collection of 20,000 carefully selected volumes, the greater part should be processed and available when the library first opens. The number of students initially enrolled in the college has little bearing upon the need for this core collection; this collection is needed, regardless, if the library is to adequately

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[1] Ibid, page 203

support the curriculum and participate fully in the education of the students."[1]

Beyond this basic core of books, the size of the over-all library collection (including additional book holdings and reference works, periodicals, newspapers, pamphlets, government documents, maps, micro-publications and audio-visual materials) is determined by: ". . . the breadth of the curriculum; the method of instruction employed; the number of students (full-time equivalent) and faculty; the demands of the faculty for research materials; the availability of other appropriate library resources; and the kind of study body served, i.e., residential vs. commuting students."[2]

The ALA standards provide a guideline for the increases in book holdings that should accompany growth in enrollment:

> ". . . the bookstock should be enlarged by 5,000 volumes for every 500 students (full-time equivalent) beyond 1,000."[3]

In an effort to combat the threats to quality that inevitably follow the establishment of a quantitative criteria, the ALA recommended that library materials be subjected to an on-going weeding process to insure that obsolete and worn out materials are discarded.

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[1] American Library Association, Association of College and Research Libraries, "Guidelines for Establishing a Junior College Library," Draft II, January 1963, page 4.

[2] ALA, "Standards," College and Research Libraries, page 203.

[3] This guideline does not carry the force of a minimum requirement. It is clear, however, that increases in enrollment, which always affect one of the determinants of the size of the library collection and may affect several or all of them, demand some expansion of book holdings as part of the required growth in the total library collection. The ALA growth formula is the best available indicator of the extent to which a community college library is responding to institutional expansion.

The Library Staff

There are two aspects to the ALA standards for professional and non-professional staff in the library of a two-year college. On the one hand, the staff represents a library resource in and of itself. In this sense the staff is an independent variable in the library equation and should be adequate to the needs and objectives of the institution for the sake of its own inherent contribution to the institution's mission. On the other hand, the nature of the staff has a direct bearing on the size and quality of the library collection that is attainable. In this sense, the minimum staff should be such as not to limit the library's possibilities for a collection that meets the ALA standards.

The ALA minimum requirements for the library staff at a community college are two full-time professionals and one full-time non-professional.

> "Two professional librarians are the minimum number required for effective service in any junior college with an enrollment up to 500 students (full-time equivalent). In addition, there should be at least one non-professional library staff member."[1]

Expansion of the library staff beyond this basic minimum is a factor of the special characteristics of the institution (size of enrollment and faculty, the curricula offered, prevailing teaching methods) and of the library itself (hours open, arrangement of library facilities, nature of services required, inclusion of audio-visual services, method of book processing). The ALA standards indicate, moreover, that needs for additional full-time non-professionals cannot be adequately satisfied by increasing the number of student-assistant hours.[2]

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[1] ALA "Standards," College and Research Libraries, page 202.

[2] Ibid.

Physical Facilities

The physical facilities of the community college library may be an asset or liability to the institution as it endeavors to accomplish its objectives.

The ALA has not proposed absolute minimum standards for the library quarters of a community college, as it has for the library collection and staff, but has suggested that local conditions are the underlying factor in evaluations of library facilities. Guidelines (as distinct from minimum standards) are offered, however. These call for seats for 25 percent of the full-time equated students and 25 square feet per reader. Although these yardsticks are offered as generally useful the ALA does not lend to them the same emphasis as is given to the minimums set for library collections and staff. Since library facilities, however, bear directly on the levels of library collections and staffs that can be achieved, it appears to be the intent of ALA to suggest that the library facilities must not be such as to set a ceiling on the levels of excellence that a library can achieve in building its collections and providing for professional and non-professional staff.

Budget

ALA standards for the budget of a community college library follow very closely the spirit of the standards for facilities. That is, ALA has provided convenient guidelines that have been found to be generally applicable. To provide adequate collections, staff services and facilities, the community college library normally requires a budget that is at least 5 percent of the total operating budget of the institution. This budget must be larger than 5 percent of the total operating budget if the institution is new since library expenditures in the period immediately preceding and immediately following the acceptance of its first students must generally be much higher than they need be in subsequent years. While costs will vary depending upon the special characteristics of the particular institution, the guideline suggests that budgets at community college libraries which are much lower than the 5 percent standard are likely to be inadequate for the support of an acceptable library.

ADEQUACY OF COMMUNITY COLLEGE LIBRARIES IN MICHIGAN

To what extent are the libraries of Michigan's community colleges able to meet ALA standards?

The Library Collection

An analysis of the adequacy of the library collections at the community colleges entails two phases. First interest focuses on those community colleges having library collections below the ALA minimum requirement for an adequate basic book collection. The second investigation centers on those institutions with library book collections in excess of the minimum requirement but below the number of volumes indicated by the application of the ALA enrollment-growth standard.

The ALA minimum standard for a core book collection is 20,000 volumes, exclusive of duplicates and textbooks. Unfortunately, few if any community college libraries record their book holdings in terms of the ALA standard, that is, excluding duplicate volumes and textbooks. The libraries in Michigan record the number of volumes in their collections and this almost always includes the counting of duplicates and textbooks. A truly accurate application of the ALA basic standard is therefore not possible. To the extent that a library's reported book holdings include duplicates and textbooks, the comparison of actual to standard is biased in favor of the actual.

Exhibit 5 shows the actual book collections at the community colleges operating in Michigan in the two years 1963-64 and 1964-65. Thirteen of the 17 community colleges operating in Michigan in 1963-64 had collections below 20,000 volumes. In 1964-65 there were 18 institutions operating and 12 of these had collections below 20,000 volumes. In the year interval, two of the community colleges brought their collections above the basic minimum and a new community college opened with a collection of less than 20,000 volumes. In 1963-64, 76.5 percent of the community colleges in the state had libraries that were operating with less than the minimum acceptable book collection. In 1964-65, 66.7 percent of the community colleges in the state had sub-minimal book collections.

Eight of the 12 community college libraries with book collections below the minimum standard in 1964-65 had collections that were less

Exhibit 5

COMMUNITY COLLEGE LIBRARY BOOK COLLECTIONS: ACTUAL, ALA STANDARD AND ACTUAL AS PERCENT OF STANDARD 1963-64 AND 1964-65

Name of College	1963 - 64			1964 - 65			One-Year Change in Percentages 1963-64 to 1964-65
	Actual	ALA Growth Standard [a]	Actual as Percent of Standard	Actual	ALA Growth Standard [a]	Actual as Percent of Standard	
Alpena Community College	8,006	20,000	40.0	10,115	20,000	50.5	+ 10.5
Bay de Noc Community College	5,000	20,000	25.0	10,000	20,000	50.0	+ 25.0
Delta College	46,689	29,570	157.9	50,000	31,060	161.0	+ 3.1
Flint Community Junior College	78,223	45,690	171.2	84,639	49,670	170.4	- .8
Gogebic Community College	12,422	20,000	62.1	12,822	20,000	64.1	+ 2.0
Grand Rapids Junior College	16,127	37,990	42.5	18,873	39,680	47.6	+ 5.1
Henry Ford Community College	27,081	50,840	53.3	30,000	56,210	53.4	+ .1
Highland Park College	20,841	28,840	72.3	22,500	30,270	74.3	+ 2.0
Jackson Junior College	11,425	24,040	47.5	13,000	24,760	52.5	+ 5.0
Kellogg Community College	12,070	22,290	54.1	14,000	25,580	54.7	+ .6
Lake Michigan College	13,000	20,000	65.0	15,000	21,490	69.8	+ 4.8
Lansing Community College	18,069	25,780	70.1	22,669	29,610	76.6	+ 6.5
Macomb County Community College	10,500	34,200	30.7	20,000	41,860	47.8	+ 17.1
Muskegon County Community College	9,000	25,470	35.3	10,500	27,540	38.1	+ 2.8
North Central Michigan College	6,600	20,000	33.0	11,000	20,000	55.0	+ 22.0 [b]
Northwestern Michigan College	16,400	20,000	82.0	18,500	20,000	92.5	+ 10.5
Port Huron Junior College	8,702	25,640	33.9	9,486	28,210	33.6	- .3
Schoolcraft College	- [c]	-	-	18,500	23,460	78.2	-

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a 20,000 volumes for the first 1,000 FTE students plus 5,000 additional volumes for each 500 FTE students above 1,000 FTE; the standards shown here were obtained by adding ten volumes for each FTE student above 1,000 FTE students to the basic 20,000 volume requirement.

b The substantial increase in the library book holdings at North Central Michigan College in 1964-65 was the result of a special gift secured in that year for the purchase of library books.

c Schoolcraft College admitted its first students in September 1964.

than 75 percent of the minimum standard in that year. One of these eight had a collection that was less than 50 percent of the minimum standard. The 12 community colleges with less than 20, 000 volumes in 1964-65 included old as well as new colleges, large as well as small colleges, and colleges offering diverse curricula.

Exhibit 5 also contains the number of total volumes suggested by the application of the ALA enrollment-growth standard to the full-time equated enrollments at the community colleges in Michigan. Of the four community colleges with book collections in excess of 20, 000 volumes in 1963-64 only two had collections that were in excess of the number of volumes suggested by the ALA enrollment-growth standard. These two may be considered special cases in that the development of their respective libraries has been at least partially within circumstances that do not exist as a matter of course at other community colleges.[1] Of the six community colleges with book collections in excess of 20, 000 volumes in 1964-65 only these same two institutions had collections that were greater than the ALA enrollment-growth standard. The four institutions in 1964-65 with collections in excess of 20, 000 volumes yet below the enrollment-growth standard were significantly below it. Two of the four had book collections that were about 75 percent of the enrollment-growth standard, while the book collections of the other two were nearer to 50 percent of the enrollment-growth standard.

The actual book collections at each community college library as a percent of the ALA enrollment-growth standard in 1963-64 and 1964-65 are shown in Exhibit 5. The final column in that exhibit contains the one-year change in these percentages for each of the 17 institutions operating in Michigan for both years. These figures provide an indication of the extent to which the size of a library's book collection relative to standard is improving in the face of increases in full-time equated enrollment. The figure for each school therefore gives an indication of the annual rate at which the gap between actual and enrollment-growth standard is being closed (or widened). A low positive figure for a particular institution indicates that the annual increase in book holdings in its library collection does little more than keep up with rising enrollment; little closing of the gap between actual holdings and recommended holdings occurs. When the figure is negative the gap at that institution's library has actually widened — the book collection is not even growing at a rate suggested to keep up with increases in enrollment.[1]

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[1] The Delta College library collection was acquired, at least in part, in preparation for Delta's possible conversion to a four-year college. The library at Flint Community Junior College serves both that institution and the third and fourth year Flint College of the University of Michigan. One-third of the library's support is derived from the University of Michigan.

Only five of the 15 institutions operating in Michigan in the years 1963-65 with library book collections below the suggested enrollment-growth standard were closing the gap between actual volumes and standard volumes at a rapid annual rate. The two highest rates of these five, moreover, were due to special circumstances — in the one case the institution was working from the lowest base, and in the other case a special gift accounted for the rise.

The Library Staff

Exhibit 6 contains the number of full-time professionals and non-professionals staffing each of Michigan's community college libraries during 1964-65. Within each staff configuration, the institutions are arranged in descending order of their full-time equivalent enrollments.

A line representing the ALA minimum staff standard of two full-time professionals and one full-time non-professional separates those community colleges with library staffs above minimum standard from those with staffs below minimum standard.

Ten of the 18 community colleges operating in the state in 1964-65 had library staffs below the minimum requirement for adequacy. Nine of these ten, or 50 percent of Michigan's community colleges had professional library staffs in 1964-65 that were critically smaller than the ALA minimum standard.

Exhibit 6 indicates that community colleges with small enrollments (less than 500 FTE) are very likely to have library staffs

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[1] In one of the negative cases this is not a critical situation since the library's book collection is already well above the enrollment-growth standard.

Exhibit 6

NUMBER OF FULL-TIME PROFESSIONALS AND NON-PROFESSIONALS STAFFING MICHIGAN'S COMMUNITY COLLEGE LIBRARIES

1964-65

Colleges	Number of Professionals	Number of Non-Professionals	FTE Enrollment
Flint Community Junior College	9	12	3,967
Delta	4	6	2,106
Henry Ford Community College	4	2	4,621
Schoolcraft College	3	2	1,346
Grand Rapids Junior College	3	1	2,968
Jackson Junior College	3	1	1,476
Macomb County Community College	2	5	3,186
Northwestern Michigan College	2	2	824
ALA MINIMUM STANDARD	TWO	ONE	—
Alpena Community College	2	0	480
Highland Park College	1	2	2,027
Lansing Community College	1	2	1,961
Muskegon County Community College	1	2	1,754
Port Huron Junior College	1	1	1,821
Kellogg Community College	1	1	1,558
Gogebic Community College	1[a]	1	296
Lake Michigan College	1	0	1,149
North Central Michigan College	1	0	306
Bay de Noc Community College	1	0	298

[a] Professional serves as librarian for both high school and college.

Sources: Michigan State Library questionnaires and Michigan State Department of Public Instruction.

below the ALA minimum requirement. In addition, however, it demonstrates that many community colleges in the state with FTE enrollments of considerable magnitude are operating their libraries with staffs that are inadequate even at the 500 FTE level.

All of the nine community college libraries with only one full-time professional are open more hours each week than that professional can work. In half of Michigan's community colleges, therefore, students (and others in the community who may wish to use the library) are deprived the benefits of the assistance of a full-time professional at least part of the time each week that the library is open for service.

Physical Facilities

Precise data are not available to determine the extent to which each of the libraries meet suggested levels of space requirements. It is significant, however, that in the judgment of the librarians, as expressed in the State Library Questionnaire (see especially Exhibit 7) in 14 of 17 cases the space is not adequate. However plans are under way to remedy these shortcomings in some cases; these are described in the next section.

Budget

The Office of Education has computed[1] library expenditures as a percentage of total institutional expenditures for educational and general purposes. These data reveal that for the eleven community colleges for which data are available for the year 1963-64, six spent in excess of 5 percent of their budgets for library purposes and five spent less than 5 percent. Of the latter five, three spent less than 4 percent. Included among these instituions, both at the low and high ends of the scale, are a number of new institutions.

In the judgment of the librarians of 17 institutions responding to the State Library Questionnaire, nine have inadequate budgets for printed materials.

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[1] Library Statistics of Colleges and Universities, 1963-64, Institutional Data, United States Office of Education. OE-15023-64, Circular No. 769, table 3.

PLANS FOR COMMUNITY COLLEGE LIBRARY DEVELOPMENT IN MICHIGAN

The major aspect of plans for community college library development in Michigan, where plans do exist, relates to the development of existing library facilities — expansion of existing quarters, provision of new "temporary" quarters or the building of new "permanent" quarters. Either these plans are intended to be realized in the immediate future or they are in the nature of longer-range programs.

Three of Michigan's 18 operating community colleges are engaged in the development of library facilities for the immediate future. Lansing Community College is expanding its present library facilities for operation in 1965-66. This expansion is intended as a very temporary measure as the institution plans to have a new library building completed for 1966-67. Bay de Noc Community College and Macomb County Community College will move their libraries to new temporary quarters for 1965-66. In the case of Macomb County Community College this move entails transferring the library to a new site. The Macomb County Community College library will have new temporary quarters on the extensive campus that is being built as a consequence of the college's reorganization under a county-wide community college district. The library's temporary quarters will be expanded during the period contemplated for the building of separate and permanent library facilities on the new campus. This new library building will probably not be operative for two to three years.

Three of the 18 community colleges in Michigan have longer-range programs for the development of library facilities. These programs have contemplated completion dates that range from two to three years. These plans are all expected to result in permanent library buildings. The three are Muskegon County Community College, Port Huron Junior College and Henry Ford Community College.

Plans for development of community college library facilities at the remaining 12 institutions either do not exist, are at least five years away or are only in the very rough draft stage.

Three of these 12 institutions have permanent library buildings that are equipped to provide for future growth so that there is no necessity for precise plans for further expansion at this time. These three are Flint Community Junior College, Northwestern Michigan

College and Schoolcraft College. Of the remaining nine institutions Gogebic Community College and Jackson Junior College have recently been reorganized under county-wide community college districts and will probably include plans for library facilities development in the institution-wide plans that follow such a reorganization; Highland Park College is awaiting the outcome of the proposed Wayne County community college complex; North Central Michigan College will build a permanent library building as the last unit in the construction of its new campus, and this is perhaps five years away; Alpena Community College, Delta College, Grand Rapids Junior College, Kellogg Community College and Lake Michigan College have either no plans or plans for development of library facilities that have not gone beyond the general discussion stage.

The institutional plans for library development that have been outlined above in terms of new facilities programs include only one case were specific plans exist for the development of the library collection and only two specific cases incorporating special plans for the development of the library staff.

The increased financial base that Macomb County Community College secured when it was reorganized under a county-wide community college district enabled the college to institute a program to upgrade the library collection as part of the over-all college improvement plan. This program provides for a major increase in the library's collection each year for a period of ten years.

Macomb County Community College will add two full-time library processionals for 1965-66, increasing the professional staff to four persons. Schoolcraft College will also have four full-time library professionals in 1965-66, an increase of one.

Plans for library development at Michigan's new community colleges extend to the areas of library facilities, collections and staffs in a manner which is not unlike that found at those few existing community college libraries which are rapidly developing. All three components of the library's resource network tend to be given attention, with primary emphasis going to the physical facilities of the library and secondary emphasis on the collection and/or staff. Where funds are plentiful the secondary emphasis may still be substantial enough to provide for collections and staffs that meet the ALA minimum requirements.

Of the three new community colleges that have announced opening dates,[1] only Oakland Community College is likely to open with a book collection that meets the ALA minimum of 20,000 volumes. It will not likely open with a collection that meets the ALA enrollment-growth standard, however, as it is expected to have an unusually large opening enrollment. Both Oakland Community College and Monroe County Community College can be expected to open with library staffs that exceed the ALA minimum requirement. Southwestern Michigan College is likely to open with a library staff that is below the minimum for community college libraries.

All three institutions have significant plans for their libraries' physical facilities. The library building will be among the first, if not the first, to be constructed at each institution. Moreover, the administrators at these institutions adhere to the ALA recommended policy of hiring the head librarian at least one year prior to the arrival of first students.

OBSTACLES TO IMPROVEMENT OF LIBRARY COLLECTIONS AND SERVICES AT MICHIGAN'S COMMUNITY COLLEGES

The previous section indicated that there is a critical lag in the development of library book collections at the community colleges in the state. Only one community college (Macomb County) has a major program especially designed to upgrade the library book collection. Yet the need for additional support for collections at the majority of Michigan's community college libraries is apparent.

Nine of the 12 community college libraries with book collections below the acceptable minimum of 20,000 volumes in 1964-65 are so far below that minimum and/or add to their book holdings at such low rates of acquisition that it is not improper to say that they have critical shortages in their book collections.[1] Two of the other three libraries with collections of less than 20,000 volumes (Northwestern Michigan College and Schoolcraft College) will soon pass the minimum mark. The remaining community college library with a collection below 20,000 volumes (at Grand Rapids) is less than one year's acquisitions below minimum but can also be said to have a critically small book collection since the application of the ALA enrollment-growth formula indicates that this library should have a book collection of nearly 40,000 volumes.

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[1] Oakland Community College, Southwestern Michigan College and Monroe County Community College.

In the group of six community colleges with library book collections in excess of 20,000 volumes in 1964-65 there are four colleges having collections below the guideline size determined by applying the enrollment-growth formula to their FTE enrollments. One of these four institutions (Macomb County) has already been mentioned as having a program to upgrade the library book collection. The other three institutions (Henry Ford Community College, Highland Park College and Lansing Community College) are not adding to their book holdings rapidly enough to make significant inroads each year on the collection gap created by enrollment growth.

There are, then, 13 community colleges in the State of Michigan that require immediate increases in book holdings. What are the obstacles to achieving such an increase?

The development of an adequate book collection is dependent on the availability of funds for books, staff to select and process new acquisitions, shelf space to house these holdings and the aids to book selection at the professionals' disposal.

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[1] Alpena Community College, Bay de Noc Community College, Gogebic Community College, Jackson Junior College, Kellogg Community College, Lake Michigan College, Muskegon County Community College, North Central Michigan College and Port Huron Junior College. The extent of these shortages is made even more precise when the size of the student enrollments at these nine community colleges is considered. The FTE enrollment at four of the nine is such that application of the ALA enrollment-growth formula reveals that these institutions should have library book collections significantly larger than the basic minimum — approximately 5,000 to 8,000 volumes above the minimum of 20,000 volumes.

Exhibit 7 contains judgments by the head librarians at Michigan's community colleges of the adequacy of their printed materials budget, library staff and available library space. The adequacy of library staff and space has two components in the context of the discussion here: first, library staff and space have a bearing on the development of the book collection; and second, library staff and space have a bearing on the development of other library services. Exhibit 7 contains notations that provide greater insight into the nature of the shortcomings where staff and space have been judged to be inadequate. A shortage of professional staff and/or shelf, work, or storage space can be assumed to have a direct bearing on the development of the library's book collection. On the other hand, a shortage of non-professional staff and unspecified space limitations may be assumed to have a direct bearing on the development of library services, although they may affect the library collection's development as well.

In these terms, Exhibit 7 can be viewed as a dynamic model of the library equation for development of collections and services. The three areas—printed materials funds, staff and space—are not independent. The condition of one or more of these factors determines the librarians' judgment of the other. Book funds, for example, may be viewed as "adequate" if there is a serious shortage of professional staff, i.e., extra book funds could not be used effectively without extra staff.

The judgments of the head librarians at 12 of the 13 community colleges in Michigan that are revealed to have inadequate book collections by the application of the ALA standard have been grouped in Exhibit 8.[1]

Eight of the 12 librarians judged their printed materials budgets inadequate. Six of these eight also judged their library staffs specifically lacking in the number of professional personnel and one of the eight judged that the library facilities did not provide adequate work and processing space.

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[1] This group of 13 institutions includes the ten with library staffs below the ALA minimum standard. One of the 13, Bay de Noc Community College, did not respond to the State Library Questionnaire. The analysis that follows, therefore, is based on 12 respondents.

Exhibit 7

LIBRARIAN'S JUDGMENT OF ADEQUACY OF PRINTED MATERIALS BUDGET, LIBRARY STAFF AND AVAILABLE LIBRARY SPACE IN MICHIGAN'S COMMUNITY COLLEGES

College	Budget for Printed Materials Adequate	Staff Adequate	Space Adequate
A	Yes	Yes-No [a]	No [b]
B	No	Yes	No
C	Yes	No [e]	Yes
D	Yes	No [d]	No
E	No	No [e]	No
F	No	No [f]	No
G	No	No [d]	No
H	Yes	No [d]	No
I	No	No [f]	No
J	No	No	No [g]
K	No	No [d]	No
L	Yes	Yes	No
M	No	No [d]	No
N	Yes	No [f]	No [h]
O	Yes	Yes	Yes
P	No	No [d]	No
Q	Yes	Yes	Yes

[a] A qualified "Yes"; "No" if the administration seeks to expand library services.
[b] Shelf and storage space needed.
[c] Additional reference librarian needed.
[d] Additional professional needed.
[e] Audio-visual and desk personnel needed.
[f] Additional professional and non-professional needed.
[g] Work and processing space needed.
[h] Shelf space needed.

Source: Michigan State Library questionnaires and on-campus interviews with community college librarians. Replies received from 17 of 18 community colleges.

Exhibit 8

LIBRARIAN'S JUDGMENT OF ADEQUACY OF PRINTED MATERIALS BUDGET, LIBRARY STAFF AND AVAILABLE LIBRARY SPACE IN MICHIGAN'S COMMUNITY COLLEGES

In 12 of 13 Libraries Having Inadequate Book Collections by ALA Standards

College	Budget for Printed Materials Adequate	Staff Adequate	Space Adequate
A	Yes	Yes-No[a]	No[b]
B	Yes	No[c]	No
C	No	No[d]	No
D	No	No[e]	No
E	No	No[c]	No
F	Yes	No[c]	No
G	No	No[e]	No
H	No	No	No[f]
I	No	No[c]	No
J	No	No[c]	No
K	Yes	No[e]	No[g]
L	No	No[c]	No

[a] A qualified "Yes"; "No" if the administration seeks to expand library services.
[b] Shelf and storage space needed.
[c] Additional professional needed.
[d] Audio-visual and desk personnel needed.
[e] Additional professional and non-professional needed.
[f] Work and processing space needed.
[g] Shelf space needed.

Source: Michigan State Library questionnaires and on-campus interviews with community college librarians.

What of the four librarians in the group of 12 that did not judge their printed materials budgets inadequate? Three of these four judged their library staffs to be lacking in the number of professional personnel and the fourth qualified his answer on staff indicating it was only sufficient for the level of current library operations. All four have only one professional librarian on the library staff and one of these professionals serves as librarian to the local high school. Moreover, two of these four who did not specify their printed materials budgets as inadequate, judged that shortages of library space placed specific limitations on the extent of library holdings.

The primary limitations on the improvement of library collections at the majority of these 12 community colleges in Michigan are inadequate printed materials budgets and inadequate professional library staffs. In several of the libraries, inadequate library space is an important limitation on the improvement of the collection.

Some mention has already been made of the obstacles to the improvement of library services. Inadequate library staffs and library space can limit the services a community college library can render.

Among the 12 librarians whose judgments are shown in Exhibit 8, four have specifically indicated the need for additional non-professional staff in their libraries and nine have judged their libraries' physical facilities inadequate.

Reference to Exhibit 7, which contains in addition to the 13 community colleges with collections critically below the recommended standards, the five colleges operating in Michigan in 1964-65 with collections above or near the recommended standard, indicates the nature of the obstacles, if any, to the improvement of library services among these institutions. There is one instance in which the printed materials budget is judged inadequate, one in which the need for an additional reference librarian is indicated and there are two in which the librarian believes that additional library space is needed.

MICHIGAN'S ACHIEVEMENT COMPARED TO NATIONAL ACHIEVEMENT

It is well known that community colleges throughout the United States fall short of reaching the library standards proposed by the ALA. A comparison with data available for the country as a whole reveals that

Michigan's achievement is neither markedly better nor markedly worse than the national average. The table below summarizes the relevant data for comparison.

Comparison of Michigan's Achievement with National Performance in Meeting ALA Standards for Community College Libraries, 1963-64

Criterion	Percent Meeting ALA Standards, 1963-64	
	All U.S.*	Michigan
Collections		
Basic collection of 20,000 volumes	25.3	23.5
Volume requirement on basis of enrollment	6.0	11.8
Staff - Two Professionals	46.6	47.1
Expenditures - 5% or more	43.6	(a)

(a) Data available for only 11 of 17 colleges. For these 11 the percentage is 54.5. Since several of the colleges with small collections are omitted from the group of 11, it seems probable that a lower figure would result if all college data were available.

* Source: Summary of National Junior College Library Statistics, 1963-64, compiled by the Association of College and Research Libraries, April 12, 1965.

If it is correct to interpret the national data as evidence of the urgent need for action to improve the quality of community college libraries throughout the country, it is equally evident from the information available that Michigan's needs are substantial and urgent.

Chapter IV

PROPOSALS FOR IMPROVEMENT OF LIBRARY COLLECTIONS AND SERVICES AT MICHIGAN'S COMMUNITY COLLEGES

The community colleges assume greater importance each year in the development of higher education in Michigan. The increasing reliance which the state places upon these institutions is revealed in the pattern of growth and the plans for future development described in Chapter II. They are expected to provide a two-year transfer program in the liberal arts adequate to serve as the equivalent of the first two years of education available at the major four-year colleges in the state. They are expected to provide career preparation for ever-increasing numbers of students who will be terminating their full-time schooling two years beyond high school. They are often expected, as well, to serve as major centers of adult education in their communities.

Each of these functions carries with it heavy reliance on library materials and services. The freshman or sophomore should have ready access to as good a collection as has his counterpart at a four-year college if the educational opportunity is to be truly equivalent, yet this is almost never the case. As Chapter III has shown, most of the libraries in Michigan's community colleges do not meet even the minimum standard suggested by the American Library Association.

To the extent that inadequate libraries contribute to standards generally below par, the community colleges fall short of fulfilling their role in the state's program of higher education. The urgency of rapid corrective action is underlined by the fact that every two years a full generation of many thousands of students completes its formal education, suffering probably permanently whatever defects result from these colleges' shortcomings. Yet only a few of these colleges (most notably Macomb County) have the financial resources at hand to remedy these defects by fast dramatic action. Study of Exhibit 5 in Chapter III reveals that many of the schools with substandard collections are currently improving their position at such a slow rate (many at 2%, 3% or 4% annually) that many years and many generations of college students will pass before these collections reach minimal adequacy unless bold new steps are taken. Since in many instances the shortcomings of these libraries have persisted over many years it does not seem realistic to suppose that mere exhortations to the local authorities will have the dramatic consequences the situation requires. In fact in some cases a weak tax base or generally depressed local economic conditions will not permit marked increases in support for the community colleges and other undernourished public enterprises. Since the state too has a stake in these colleges and in the quality of their graduates' preparation, it is time to determine whether special attention to library needs by the state is feasible and if so what form it might take.

The needs of the libraries, as indicated in Chapter III, can be summarized as

a. Lack of books
b. Lack of staff
c. Lack of facilities

Money is the key to these problems. The only exception to this generalization is that staff shortages require more than money alone to solve this problem since there is a marked absolute shortage of professionally trained librarians in the country. Even that shortage, however, is partly due to a long-term under-support of library salaries; certainly it cannot be doubted that part of the status weakness of the profession would be relieved, and thus increasing numbers attracted to librarianship, by improvements in library salaries as compared to salaries of other professions.

RECOMMENDATIONS

Several major programs, which would appear to be within the means of the state, are proposed to remedy critical weaknesses in community college libraries.

1. A state-wide program of limited duration providing special grants to help remedy the critical inadequacies in Michigan's community college library collections should be established without delay.

   The proposed program would provide yearly grants for the acquisition of library books to those community colleges whose library book collections do not meet the ALA standard of 20,000 basic volumes plus 5,000 additional volumes for each 500 FTE students above 1,000 FTE students.

Each grant would provide for the purchase and processing cost of a maximum of 2,000 volumes annually, excluding duplicates, not to exceed a total cost of $12,000. Grants should be renewable each year of the program's duration upon demonstration of the institution's continued eligibility. The program should run three to four years. It is suggested that the program should incorporate the following guidelines in addition to the volume/enrollment test of eligibility:

a. For community colleges with library collections of less than 20,000 volumes at the time of application for a grant:

    i. the institution must agree to maintain for the year the grant is provided the ratio of library budget to total institutional budget, excluding the value of the grant, that prevailed in the year prior to the year for which the grant is being requested;

    ii. the institution must agree to maintain for the year the grant is provided the ratio of library book budget to total library budget, excluding the value of the grant, that prevailed in the year prior to the year for which the grant is being requested.

b. For community colleges with library collections of more than 20,000 volumes at the time of application:

    i. the institution must agree to maintain for the year the grant is provided the ratio of library budget to total institutional budget, excluding the value of the grant, that prevailed in the year prior to the year for which the grant is being requested;

    ii. the institution must agree to maintain for the year the grant is provided the ratio of library materials budget (printed and non-printed) to total library budget, excluding the value of the grant, that prevailed in the year prior to the year for which the grant is being requested.

c. For new community colleges requesting a grant for their first year of operation:

   i. the institution must agree to appropriate not less than 5 percent of its first year's total operating budget, excluding the value of the grant, for the library budget;

   ii. if the institution opens with less than 20,000 volumes in its library, it must agree to provide a library book budget for its first year of operation that matches dollar for dollar that portion of the grant that it will utilize;

   iii. if the institution opens with more than 20,000 volumes in its library, it must agree to provide a library materials budget (printed and non-printed) for its first year of operation that matches dollar for dollar that portion of the grant that it will utilize.

d. Portions of grants that are not utilized in the year approved should not carry over to succeeding years.

With such a program every community college library could be brought quickly to the minimum standard of 20,000 titles and many could be brought to the standard required by application of the ALA enrollment-growth formula. The program could be accomplished in three or four years, depending upon the standing of the libraries at the time the program is initiated.

The funds required to underwrite such grants would amount to approximately $180—$200,000. per year, exclusive of the cost of administration.

2. A state-wide program of limited duration to assist community colleges in providing minimum professional and non-professional library staffs should be established.

The suggested program would provide yearly grants to the community colleges for the expansion of full-time library staff. Each grant should have a maximum dollar value of $8,000. The program should be of two years' duration and should run concurrently with the first and second years of the program to improve library collections. Renewal of grants for the second year of the program's duration should be automatic as long as grant conditions are met.

The program should incorporate the following guidelines:

a. For community colleges with less than two full-time library professionals:

    i. the institution must agree to use the grant to secure the full-time services of an additional library professional;

    ii. the new professional must be hired with full status and be extended all staff benefits;

    iii. the total full-time professional and non-professional library staff must be greater by one for the year the grant is provided than in the year immediately preceding the year for which the grant was first requested.

b. For community colleges with more than two full-time library professionals:

    i. the institution may use the grant to secure the full-time services of either an additional library professional or additional non-professional;

    ii. if a professional is appointed, he must be hired with full status and be extended all staff benefits;

    iii. the total full-time professional and non-professional library staff must be greater by one for the year the grant is provided than in the year immediately preceding the year for which the grant was first requested.

c. For new community colleges requesting a grant for their first year of operation:

    i. to qualify for the grant the institution must open with at least two full-time library professionals and one full-time non-professional;

    ii. the institution may use the grant to secure the full-time services of either an additional library professional or additional non-professional;

iii. if a professional is appointed, he must be hired with full status and be extended all staff benefits.

d. Portions of grants that are not utilized for the salary of the additional library staff member should not carry over to succeeding years.

e. Funding should be sufficient to provide for grants for two years to all who meet the conditions of the program.

The interdependence of the two recommendations should not be overlooked. Sharp increases in funds for acquisitions are of no value unless adequate staff is available to select, order, process and shelve the materials. In some instances staff shortages are now the limiting factor in the growth of the collection. It would not appear to be wise to enact the first recommendation without at the same time acting to relieve staff shortages through a measure such as is proposed in the second recommendation.

The cost of the suggested staffing grant program is estimated at approximately $150,000 exclusive of the costs of administering the program. Thus it would appear that for a total grant outlay of $330 to $350,000 for two years plus a third year grant of $180 — $200,000 the two most critical shortcomings of the community college libraries could be dramatically relieved.

Both proposals contain incentives for the colleges to maintain or improve current levels of local library support.

Pending federal legislation may provide funds adequate to finance both of the suggested programs. However the need is sufficiently great that prompt support through state revenues should be sought if federal funds are denied or delayed.

The two proposed programs would alleviate two of the three serious shortages in the community colleges — inadequate collections and staff shortages. Consideration was given to further assistance to relieve the third shortcoming — in physical facilities — but it was concluded that present state participation in construction costs is adequate. If increased book funds and larger staffs call for new or expanded facilities, the local authorities should take the responsibility for initiating such programs as part of the quid pro quo for added state assistance in building collections and staff.

SUGGESTIONS

The two basic recommendations described above attack the critical issues confronting Michigan's community college libraries. However the proposals offered are essentially a "crash program," the urgency of which is due to a combination of long-time neglect and recent rapid growth. At the same time as urgent measures are being taken to "catch up," attention should be given to long-term programs designed to assure strong library programs at the community colleges in the years ahead. To accomplish this there is required continuing cooperation among (a) the official state bodies responsible for community college development, (b) the official local bodies responsible for community college development, (c) the State Library, and (d) the professional community college librarians. Each of these groups has a clear statutory or professional obligation to assure high quality library service to community college students in Michigan. This report concludes with some suggestions for consideration by the appropriate bodies.

1. It is suggested that the Community and Junior College Advisory Board consider recommending to the State Board of Education that feasibility studies relating to the establishment of new community colleges be required to include specific plans for the employment of a full-time professional library director one year prior to the expected arrival of first students at the proposed institution.

   Such a provision would afford one essential step toward the development of adequate library resources and services at the outset of these new institutions. In the instances in which such a step has been taken it has usually been possible to bring together a basic collection, cataloged and ready for use.

2. It is suggested that the Community and Junior College Advisory Board consider recommending to the State Board of Education that feasibility studies relating to the establishment of new community colleges be required to contain budgetary provision for at least two full-time professionals and one full-time non-professional on the library staff for the first year of the proposed institution's operation.

   It would be reasonable and prudent to require that minimal staffing commitments be made. In the absence of such staffing the library begins under a handicap and is almost certain to be unable to maintain appropriate standards of service.

3. It is suggested that the State Library make available to community college librarians information on the nature and scope of holdings in the State Library. This bibliographic material should be available through the State Library's community college library consultant and might include descriptions of special subject collections, list of serials, and details of services available.

   Comments received in the field indicate that librarians are not generally well informed concerning the State Library's resources. The strength of its collections is generally underestimated. It would appear that a systematic information program would be desirable to fill the present gaps in knowledge.

4. It is suggested that the State Library assist the community colleges in attracting qualified professionals to fill vacancies throughout the state. Because of the national shortage of professionally trained librarians recruitment is difficult and competition is keen. Perhaps the State Library should undertake the preparation and wide distribution of a master list detailing the actual and projected openings for professional librarians throughout Michigan. Such a list could be prepared in cooperation with community college administrators and made available to placement directors and students at Michigan and out-of-state institutions offering graduate programs in library science. Semi-annual or quarterly revisions might be issued to update the master list.

5. It is suggested that the State Library in cooperation with the Michigan Association of Junior College Librarians and the state's graduate schools of library science, organize and sponsor a program to encourage community college transfer students to pursue careers in professional librarianship. The program might include career sessions at the community colleges featuring outstanding Michigan librarians, field trips to outstanding libraries throughout the state, summer internships in Michigan libraries for interested and qualified students, and the preparation of displays and brochures encouraging students to enter the library profession.

6. It is suggested that the State Library invite community college librarians to utilize the book examination centers now being established for public libraries.

7. It is suggested that the State Library in cooperation with the Michigan Association of Junior College Librarians, investigate the feasibility of centralized processing and cataloging for these libraries. It is possible that substantial savings may be achievable through such a program.

8. It is suggested that the State Library work with appropriate groups to determine the desirability of undertaking, on a state-wide basis, other programs that can contribute to the improvement of community college library service. The community college librarians have many problems in common — such as improving the quality of periodicals collections, developing simple but useful ways of handling government documents, and standardizing statistical reporting methods on library collections — and efforts should be made to seek solutions of broad applicability.

It is also apparent that community college librarians would profit greatly from the preparation and publication of a basic list of 20,000 titles especially selected to meet community college needs. The compilations now available are either out of date or otherwise unsatisfactory. However, this is essentially a national need, as is evidenced by a resolution adopted by the community college library group at the 1965 ALA Convention in Detroit. If further delays are encountered in the preparation of an adequate new current list, Michigan could make a significant contribution to meeting a national need as well as an urgent state need by sponsoring the preparation of such a list.

In conclusion it is noted that the community colleges may have much to gain from increased cooperation among all types of libraries — public libraries, university libraries, special libraries — throughout the state. It may be possible to develop close ties between community college libraries and nearby large research collections. (The rapid increase in numbers of community college students may make it difficult to maintain such informal, open arrangements as now exist.) Studies of these relationships in other states reveal that the problems are complex and are growing more so as demand for library service increases. Hence it would be unwise to offer proposals to meet the special research needs of community college students except in the context of a comprehensive review of reference and research library cooperation throughout the state.

PREFACE TO THE APPENDIX

In the Spring of 1965 the State Library circulated a questionnaire to all community college libraries in Michigan. The questionnaire form is reproduced as Exhibit 8 in this Appendix.

Except for Bay de Noc Community College, all the colleges furnished replies. These replies provide the basis for this Appendix. The institutions are identified by name, except in the instances in which the librarians were asked to provide their own judgments of the adequacy of the library and its resources.

Exhibit A

INSTITUTION PROFILE

Replies to State Library Questionnaire, 1965

College	Full-Time Enrollment	Part-Time Enrollment	Total Enrollment	Full-Time Faculty	Part-Time Faculty	Total Faculty	Academic Transfer Courses Available	Terminal Courses Available
Grand Rapids Junior College	2,004	1,515	3,519	110	115	225	162	153
Flint Community Junior College	2,014	2,726	4,740	173	14	187	165	172
Flint College of University of Michigan	273	353	626	34	10	44	-	-
Port Huron Junior College	1,235	1,244	2,479	56	4	60	132	52
Muskegon County Community College	1,309	-	2,844	55	8	63	-	-
Jackson Junior College	941	901	1,842	55	18	73	193	-
Gogebic Community College	258	100	358	11	11	22	64	11
Lake Michigan College	1,045	505	1,550	35	15	50	183	45
Northwestern Michigan College	980	100	1,080	54	2	56	121	45
Alpena Community College	535	-	535	2	0	2	-	-
Kellogg Community College	-	-	2,300	72	8	80	142	59
North Central Michigan College	280	85	365	13	3	16	85	10
Delta College	1,398	613	2,011	75	99	174	-	-
Schoolcraft College	790	1,090	1,880	48	47	95	78	36
Lansing Community College	1,029	2,092	3,121	74	55	129	156	226
Macomb County Community College	967	4,333	5,300	49	150	199	128	177
Highland Park College	1,411	1,000	2,411	70	2	72	12	4
Henry Ford Community College	1,504	6,058	7,562	112	221	333	493	135

Exhibit B

LIBRARY HOURS AND FACILITIES
(All Space in Square Feet)

Replies to State Library Questionnaire, 1965

College	Hours Open Per Week	Stack Area	Seating Area	Staff Office and Work Area	Supply Storage Area	Special Collections Area	Total Floor Space	Square Feet Per Student	Seating Capacity
Grand Rapids Junior College	70	800	2,000	500		500	4,600	1.27	178
Flint Community Junior College Flint College of University of Michigan	74	14,000	35,000	3,500	3,500		56,000	53.	650
Port Huron Junior College	52	418	1,646	175	0	0	2,239	16.	100
Muskegon County Community College	68[a] 49[b]	-	-	240	-	0	2,000	less than 1	44
Jackson Junior College	59	624	2,400	264	288	-	3,600	-	129
Gogebic Community College	45	484	924	224	156	0	1,408	22.	64
Lake Michigan College	61	1,000		345	0	0	6,900	25.	155
Northwestern Michigan College	83	2,600	6,400	2,400	6,160	-	16,000	25.	275
Alpena Community College	67.5	915[c]	-	-	0	-	-	25.	100
Kellogg Community College	51	1,800	6,000	-	-	0	12,868	-	175
North Central Michigan College	52.5	1,000	2,000	1,000	-	0	4,000	32.	124
Delta College	48	3,700	6,600	5,000	-	(limited)	20,150	25.	222
Schoolcraft College	58	3,455	8,208	988	165	0	12,816	27.	300
Lansing Community College	61	1,740	1,180	230	60	0	3,150	12.	100
Macomb County Community College	69	750	625	400	150	0	2,960	25.	34
Highland Park College	60	1,398	1,840	510	-	0	4,000	-	185
Henry Ford Community College	74	4,500	5,000	2,100	0	-	11,600	20.	241

[a] Main library.
[b] Branch library.
[c] Feet of shelving.

Exhibit C

LIBRARY COLLECTION AND CIRCULATION

Replies to State Library Questionnaire, 1965

College	Book Volume Total	Book Volume Additions During Year	Book Volume Withdrawals During Year	Periodicals Currently Received	Periodical Volumes in any Form	Government Documents[a]	Pamphlets[a]	Records and Tapes Total	Films and Filmstrips Total	Periodical Indexes Available[b]	Abstracts Available[b]	Annual Circulation[c]
Grand Rapids Junior College	18,000	2,612	306	188	-	300	500	230	-	2	-	21,897[d]
Flint Community Junior College Flint College of University of Michigan	78,233	5,948	133	963	11,572	17,120	3,824	777	-	12[e]	10[e]	72,000[f]
Port Huron Junior College	9,369[g]	1,020	153	92	-	100	2,550	-	-	1	-	17,617[h]
Muskegon County Community College[i]	9,000	1,500	-	50	-	0	600	-	-	1	1	88,465[j]
Jackson Junior College	11,425	1,500	100	130	-	250	600	-	-	5	-	15,248[f]
Gogebic Community College	12,422	467	55	117	1,503	-	-	-	-	2	-	5,406[f]
Lake Michigan College	-	2,000	155	145	1,395	0	1,000	120	15	8	-	20,002
Northwestern Michigan College	-	1,800	0	146	300[k]	1,000	2,000	400	-	2	1	8,636[l]
Alpena Community College	-	740	268	74	673	-	450	86	165	3	-	9,640[m]
Kellogg Community College	-	1,171	-	160	1,000[n]	350	200	350	126	5	-	-
North Central Michigan College	-	5,560	10	110	400	2,000	300	30	30	2	4	-
Delta College	46,689	5,964	375	339	3,200[o]	3,000	60,000	200	-	7	-	27,235[h]
Schoolcraft College	18,500	-	-	270	729	1,400	1,200	250	-	3	-	16,665[p]
Lansing Community College	-	4,831	200	140	20,711	1,000	4,000	380	5	9	2	31,524[q]
Macomb County Community College	17,507	17,507	-	168	401	-	5,000	219	-	6	2	1,844[r]
Highland Park College	20,841	1,922	0	212	1,713	2,000	7,500	-[s]	-[s]	14	3	27,008
Henry Ford Community College	27,081	4,284	761	378	4,111	3,098	9,985	-	-	16	1	129,869

[a] Librarians were asked to provide estimates of the total holdings of this item.

[b] Librarians were asked to name the periodical indexes and abstracts available. Their lists have been converted to numerical counts here.

[c] Librarians were asked to supply the latest annual circulation figures, estimated or otherwise, including in-library and out-of-library use of printed and non-printed materials by students and by faculty, reserves, periodicals, etc.

[d] For 1964-65.

[e] Librarian indicated holdings of additional indexes and abstracts beyond those he found room to list.

[f] Out-of-library circulation only.

[g] Collection as of April 1965.

[h] Circulation for 1963-64.

[i] The college's main library is in the basement of Hackley Public Library, so that students have use of the Hackley Library's holdings in addition to the holdings of the college library given here. However, students who are not residents of the City of Muskegon must pay a $10 annual fee for full Hackley Library privileges.

[j] Circulation for 1963-64, including books, pamphlets and periodicals circulation of 21,533 and art slides circulation of 66,932.

[k] Does not include 1,200 reels of microfilm.

[l] Book circulation only, 1963-64.

[m] Does not include periodicals.

[n] Does not include 194 reels of microfilm.

[o] Microfilm reels.

[p] Book circulation October 1, 1964 - April 30, 1965.

[q] Circulation for 1964 calendar year.

[r] Circulation for September 1964 - March 1965.

[s] Items on order, not yet received.

Exhibit D

LIBRARY SERVICES

Replies to State Library Questionnaire, 1965

College	Student Photocopying Service	Inter-library Items Borrowed	Inter-library Items Loaned	Formal Instruction on Library Use
Grand Rapids Junior College	Yes	25	-	No[a]
Flint Community Junior College Flint College of University of Michigan	Yes	193	65	No
Port Huron Junior College	No	0	0	Yes
Muskegon County Community College	No	5	1	No
Jackson Junior College	No	50	10	-
Gogebic Community College	No	30	10	Yes
Lake Michigan College	No	159	39	No
Northwestern Michigan College	Yes	47	6	No
Alpena Community College	Yes	20	2	Yes
Kellogg Community College	Yes	9	5	Yes
North Central Michigan College	Yes	50	-	No
Delta College	Yes	50	-	Yes
Schoolcraft College	Yes	0	0	No
Lansing Community College	-[b]	8	7	Yes
Macomb County Community College	Yes	25/mth	0	No
Highland Park College	No[b]	4	18	Yes
Henry Ford Community College	Yes	48	0	Yes

[a] Will have soon.

[b] For faculty use only.

Exhibit E

LIBRARY BUDGET

Replies to State Library Questionnaire, 1965

College	Total Professional Salaries	Total Non-Professional Salaries	Total Student Salaries	Chief Librarian's Salary[a]	Printed Material Expenditures	Non-Printed Material Expenditures	Binding Expenses	Other Operating Expenses	Expenditures Per Capita[b]	Library Budget as Percent of Operating Budget	Classroom Instructional Materials[c]	Are Book Funds Allocated	Students Charged Library Fee
Grand Rapids Junior College	$21,273	$ 3,504	$ 5,400	$ 8,000	$10,450	$ -	$ 750	$ 500	15	3.05	L	Partly	None
Flint Community Junior College	62,861	39,225	16,778	12,000	51,102[d]	-	5,919	17,825	48	5.9	-	Yes	None
Flint College of University of Michigan													
Port Huron Junior College	8,025	3,344	1,620	8,000	6,601	282	-	-	4	1.	S	Partly	All
Muskegon County Community College	7,800	2,240	1,900	8,000	8,000[d]	-	340	-	3	2.75	S	No	Day
Jackson Junior College	18,215	3,000	2,700	9,000	7,000[e]	-[f]	200	600	-	-	S	No	None
Gogebic Community College	2,700	-	501	7,000[g]	2,269[h]	620[h]	-	-	22	3.9	S	Partly	None
Lake Michigan College	9,600	-	8,848[b]	10,000	11,475	-	780	-	-	6.66	S	Yes	None
Northwestern Michigan College	20,180	3,880	2,000	8,000	10,250	750	650	750	31	6.5	S	No	None
Alpena Community College	13,992	-	2,123	7,000	11,207	809	158	-	53	5.	S	Partly	None
Kellogg Community College	-	-	1,800	8,000	7,200	-	500	-	-	4.3	AV	Yes	None
North Central Michigan College	7,720	1,500	-	8,000	40,000[i]	300	-	-	150	6.5[j]	S	Yes	None
Delta College	26,042[b]	20,848[b]	3,932	10,000	20,000[k]	-	1,500	3,500	13	4.6	S	No	All
Schoolcraft College	27,138	8,482	7,500	11,000	22,800	2,000	2,100	2,700	54	4.	S	No	None
Lansing Community College	10,000	8,000	2,000	10,000	10,000[i]	5,000	1,500	-	20	3.5	L	Yes	None
Macomb County Community College	22,560	19,900	2,695	11,000	57,000	500	-	2,500	12	7.9	S	No	None
Highland Park College	8,700	10,400	700	9,000	7,678	-	422	-	-	3.	S	Yes	All
Henry Ford Community College	38,142	10,600	7,252	13,000	21,224	0	3,211	4,600	20	3.7	S	Yes	None

[a] Rounded to the nearest thousand dollars.
[b] Rounded to the nearest dollar.
[c] L - instructional materials are financed with funds from the library budget.
S - there is a separate fund for instructional materials.
AV - instructional materials are financed with funds from the audio-visual budget.
[d] Includes expenditures for non-printed material.
[e] For year 1964-65; plus additional $10,000 received in April 1965.
[f] Special allotment of $5,600 received in April 1965.
[g] Librarian serves both high school and college library.
[h] Includes binding expenses.
[i] For year 1964-65.
[j] This percentage does not include the special $40,000 allocated for printed material in 1964-65.
[k] Includes books, periodicals, microfilms, etc.

Exhibit F

LIBRARY PERSONNEL

Replies to State Library Questionnaire, 1965

College	Professional Staff	Full-Time Non-Professional Staff	Number with Library Degrees	Student Assistant Hours/Year	Faculty Status[a]	Faculty Library Committee	Student Library Committee	Head Librarian on Administrative Council	Staff Committee Memberships	Faculty Book Selection[b]
Grand Rapids Junior College	3.	1.	3	5,400	A	Yes	No	Yes	3	I
Flint Community Junior College **Flint College of University of Michigan**	9.	12.	8	15,904	A	Yes	No	No	1	F
Port Huron Junior College	1.	1.	1	607	A	Yes	No	No	-	F
Muskegon County Community College	1.	2.	1	1,900[e]	H	No	No	-[h]	-	I
Jackson Junior College	3.	1.	1	2,700	A	No	No	No	4	I
Gogebic Community College	1.	1.	0	1,000	A	Yes	No	Yes	-	I
Lake Michigan College	1.	-	1	5,131	H	Yes	Yes	No	-	I
Northwestern Michigan College	2.	2.	2	1,800	A	No	No	Yes	2	I
Alpena Community College	2.	-	2	2,400	A	Yes	No	No	2	F
Kellogg Community College	1.6	1.	2	2,000	A	Yes	No	No	3	F
North Central Michigan College	1.	-[d]	-	0	H	No	No	No	0	I
Delta College	4.	6.	4	3,932	H	Yes	No	No	0	I
Schoolcraft College	3.[c]	2.	3	6,000	-[f]	-[g]	No	Yes	0	I
Lansing Community College	1.	2.5	1	2,000	A	No	No	No	2	I
Macomb County Community College	2.[c]	5.	4	2,694	A	Yes	No	Yes	2	I
Highland Park College	1.	2.	1	400	H	No	No	No	1	I
Henry Ford Community College	4.	2.5	3	6,021	A	Yes	No	Yes	3	F, I

---

a A - all library staff; H - Head Librarian only.
b I - informal program; F - formal program.
c There will be four professional librarians by September 1965.
d One half-time clerical.
e In main library plus branch.
f Professional and non-professional staff considered part of administration.
g Committee being formed.
h Will be on new committee being formed.

Exhibit G

LIBRARIAN'S EVALUATION OF PRESENT CONDITIONS AND FUTURE PLANS

Replies to State Library Questionnaire, 1965

College	Student/Faculty Use of Other Libraries	Printed Materials Budget Adequate	Non-Printed Materials Budget Adequate	Staff Adequate	Space Adequate	Future Library Plans	Librarian's Participation in Plans
A	Somewhat	No	No	No	No	Pre-planning for ten year programs.	None as yet.
B	Somewhat	Yes	Yes	No	Yes	None	Large degree in planning present facilities.
C	Great deal	No	No	No	No	Plans underway for new library.	Not at all to date.
D	Great deal	No	No	No	No	Move to new library in January 1967.	To some extent only.
E	Great deal	Yes	-	No	No	A new campus is being planned.	General recommendations.
F	Somewhat	Yes	Yes	No	No	College just made county-wide.	—
G	Great deal	No	No	No	No	None	None
H	Somewhat	Yes	Yes	Yes	Yes	Additions to stack and reading areas.	Total responsibility for planning present library.
I	Somewhat	Yes	Yes	Yes[a]	No	Not in planning stage yet.	Expects to participate.
J	Somewhat	No	Yes	No	No	Rough draft stage.	Included in previous plans.
K	Somewhat	Yes	-	No	No	Will move from temporary quarters in five years.	Limited in plans for temporary quarters.
L	Somewhat	No	-	Yes	No	Informal plans to improve present facilities.	Proposals eliminated from original plans.
M	Somewhat	Yes	Yes	Yes	Yes	None	Had major role in planning present facilities.
N	Great deal	No	Yes	No[b]	No	Expand present facilities; add second library in two years.	Complete involvement.
O	Great deal	Yes	Yes	Yes	No	Moving to expanded facilities; new library in three years.	Chairman of planning committee.
P	Great deal	No	No	No	No	None	—
Q	Somewhat	No	No	No	No	New library in blueprint stage.	Chairman of sub-committee on library.

[a] This "Yes" is qualified to the extent that the library's hours are not extended.

[b] Staff will be one-half librarian, too few in 1965-66.

Exhibit H

SURVEY OF JUNIOR AND COMMUNITY COLLEGE LIBRARIES
FOR YEAR 1963-64

Name of Library ______________________ College ______________________

Address ______________________ Full-time enrollment ______________

______________________ Part-time enrollment ______________

Number full-time faculty ______________ Number part-time faculty ______________

Number hours open per week ______________________

Number of academic transfer courses available ______________________

Number of terminal courses available ______________________

Collection

Book volumes

Number added during year __________

Number withdrawn during year __________

TOTAL...................... __________

Periodicals

Number currently received __________

Number volumes in any form __________

Number government documents (est.) ______________ Number pamphlets (est.) __________

Number records and tapes ______________ Number films & filmstrips __________

Name periodical indexes ______________________

____

____

Name abstracts available ______________________

____

____

Services

Do you have a photocopying service available for student and faculty use? __________

To what extent do your students and faculty make use of the resources of other

libraries? A great deal ______ Somewhat ______ None ______

Comment ______________________

____

____

Services (continued)

Interlibrary loans: Number of items borrowed________

Number of items loaned__________

Circulation: Please supply the latest annual circulation figures, estimated or otherwise, including, for example, in-library and out-of-library use of printed and non-print materials by students and by faculty, reserves, periodicals, etc.

____

____

____

Do you have a formal program of instruction for students in the use of the library____

Facilities

Total floor space__________________________________ Stack areas________________

Seating areas______________________________________ Seating capacity____________

Staff offices and work area________________________ Supply storage area____________

Area for special collections____

Square feet per student (25 sq. ft. recommended)______________________________

Is your space adequate? Yes____________ No______________

Qualify this answer____

____

____

What future plans have been made? (Actual, blueprint stage)

____

____

____

To what extent did the librarian participate in the planning for facilities?

____

____

Other comments:

Budget

Total professional salaries____________ Total non-professional salaries_______________

Total student salaries_________________

Chief librarian's salary to the nearest thousand______________________________________

Expenditures for printed material____________

Expenditures for non-printed materials________

Binding expenses______________________ Other operating expenses_____________________

What percent is the library budget of the total operating budget?

(5% recommended)_____________________

Total expenditures per capita____________

Is there a separate fund to buy classroom instructional materials?____________________

If not, is this a part of the library budget?_________________

Are your book funds allocated? Yes______ No______ Partly______

Is your budget for printed material adequate? Yes______ No______

Comments____

____

____

____

Is a library fee charged?_____ If so, are all students included or just day students?____

Do you have a formal program involving the faculty in book selection?_________________

Informal?____________

Comments____

____

____

____

Appendix

Personnel

Number of professional staff__________ Number full-time non-professional__________

Number with accredited library school degrees______

Other (explain)____

____

____

____

Number student assistant hours during year______________________________

Is number of staff adequate? Yes_______ No_______

If not, list needs____

____

____

____

Faculty status: Head librarian only_____ All professional staff__________

Do you have a faculty library committee?______________________________

Do you have a student library committee?______________________________

Does the head librarian serve on the administrative council?__________

Are any of the professional staff members on standing committees?__________

Name committees____

____

____

Comments:

If job descriptions are available, please attach.

Signed______________________________

Title______________________________

Date______________________________